A DETAILED INVESTIGATION INTO THE PHILOLOGY OF MODERN ENGLISH

IRIS LOUISE SOUTHERLAND

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A DETAILED INVESTIGATION
INTO THE
PHILOLOGY OF MODERN ENGLISH

IRIS LOUISE SOUTHERLAND

Submitted in partial fulfillment of the
requirements for the degree of Master
of Arts in the Graduate School of
Florida Southern College

1949

APPROVAL

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Reader

Reader

Date submitted to the Chairman
of the Graduate Committee

ACKNOWLEDGEMENTS

The writer wishes to acknowledge her indebtedness and gratitude to Doctor Clarence L. Murray, Advisor, for his assistance, personal guidance, and unselfish patience in the preparation of this thesis.

The writer would like also to acknowledge her appreciation to Professor John Byrd for his willing and skillful direction in the preparation of this thesis.

Recognition and appreciation of assistance in obtaining source materials are extended to the following:

Doctor James C. Peel, Dean, Florida Southern College, Lakeland, Florida.

Professor Donald A. Thompson, Director of Graduate Studies, Florida Southern College, Lakeland, Florida.

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CHAPTER I

SETTING THE PROBLEM

The Problem

General Statement

The purpose of this study is to attempt to formulate a plan whereby the vocabulary of high school students may be improved.

It is now generally recognized that proficiency in any field of learning is directly dependent upon the ability to understand ideas, whether in books or in speech, and upon the skill to transfer personal ideas to others. Therefore, this study will concern itself with the practical methods of acquiring such understanding.

The course as visualized will attempt to build a functional vocabulary by developing interest in, and appreciation of, commonly-used words, their exact meanings, and their origin.

"Words are symbols for ideas without which we could not communicate with each other except by gestures. Yet we take them for granted and find it difficult to imagine a time when primitive man did not have them. In speech we often use words loosely, knowing that we can rely on voice and gesture to fill in the meaning. In writing, however, we learn to be more careful, because the words alone must carry the meaning."[1]

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1. W. Powell Jones, "Preface," Practical Word Study, p. iii.

The specific problems under consideration concerns the discovery of a method by which existing inadequacies in word knowledge can be appreciably minimized. Any program sufficiently inclusive to meet the widely-divergent needs of a cosmopolitan group, must promise a solution to many pertinent questions evolving from the general problem. Foremost among these are:

1. How can students be led to become better acquainted with the English language?
   (a) For cultural value of the study
   (b) For the practical contribution of such cultural study to vocabulary.
2. How can students be guided in evaluating current slang?
3. How can a study of the principles of orthography implement word-building?

Graduates of today enter a world where much of life's battle is fought with words and the ideas framed in words. These words may be used to further any cause--good or bad--and, therefore, are to be considered as carriers of dangerous as well as healthful ideas. They can destroy no less than they can build, depending on the purpose for which they are employed. Since a thorough knowledge of the exact meaning of words aids in separating emotion from logic, such critical understanding becomes a shield against the onslaught of propaganda.

Students must realize a need to prepare for a life of speech experiences, and, realizing the need, be led to strive toward certain goals. Cultural enjoyment is an important

phase of any language study, and continuous reading of well-chosen literature is productive both of knowledge and of pleasure. From enjoyment of the creative writing of reputable authors comes inspiration for the beginning writer. As he progresses from a form of speech of writing intended only for utility to a standard which achieved beauty of expression, he knows a pleasure seldom experienced elsewhere.

Constant intelligent and purposeful reading and writing are a valuable means of increasing one's vocabulary. Reliving the adventures of literary characters brings to the reader a comprehension of written ideas and formerly unknown words; use of newly-acquired words in original themes establishes them in the working vocabulary of the writer.

Perhaps slang words most interest the teen-aged student in his quest for new ways of expressing himself. Their uncertain origin seems only to intrigue the young. "Slang, it must be confessed, is a sturdy and sometimes attractive weed."[2] To the young person who quickly tires of the old and tried words, slang has the newness and freshness of unexplored lands. That it has color and figurative appeal is not to be denied; nor can it be said that it is illogical, since it is often less stilted than much of our older vocabulary. Although it had its early origin in the underworld of society and frequently suggests its inferior beginnings, it has often wormed its way into the more careful speech of a people. Thus, the

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2. Ibid., p. 64.

problem seems to be more one of leading young people to evaluate new slang in the light of its probable permanence than one of influencing them against its use entirely. Finally, it seems wise to regard slang words with a certain degree of suspicion until time has shown them to be accepted in our language.

In the study of word-building, orthography plays a vital role. "The term 'spelling' belongs in the realm of the scientific study of language, along with grammar, phonology, semantics, etc.; but the word 'orthography' has long had a somewhat different connotation, for it pertains to the art of spelling correctly and therefore belongs in any comprehensive study of English usage."[3] As a result of various movements to "simplify" spelling, both in America and England, many people have felt that it didn't matter greatly how a word was spelled, since it was obviously possible to spell many words several ways. However, long before these reform movements had their reign there were variable spellings. A better usage will inspire a greater feeling of confidence in any writer of our language.

There are levels of language which correspond to the levels of intellectual capacity in individual speakers or to the dominant purposes of speakers and writers in the various kinds of language employed. These levels must be recognized and to a certain extent made use of by the well-

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3. Arthur G. Kennedy, "Scope and Variety of Usage," <u>English Usage</u>, pp. 79-80.

educated speaker if he wishes to show an understanding in language equal to his versatility in other fields. Just as there are these general levels of speech, so there are individual words which are appropriate to certain types of expression but totally unsuited to many others.

Definition of Terms

A vocabulary is a sum or stock of words used in a language, by a class or individual, or in a field of knowledge.

Origin is the fact or process of coming into being from a source; derivation.

A symbol is that which suggests something else by means of relationship, association, or convention; especially a visible sign of something invisible, as an idea or a quality.

Enrichment is an increase in wealth and, for purposes of this study, wealth of words and expressions. It also indicates greater understanding and wider uses of words, phrases, and clauses.

Delimitations

1. Grades nine through twelve will be considered in this study.

2. Emphasis in this study will be placed on the needs for a functional vocabulary as evidenced by members of a small four-year high school.

3. Spelling will be treated only as it influences choice of words.

4. Origin of words will be to the extent that it aids in recognition, interpretation, and acquisition of new words. It will also be utilized in an effort to arouse interest in and appreciation of our language.

Basic Assumptions

1. If a program of vocabulary enrichment is to attain an appreciable degree of success, it must have the endorsement of each teacher and administrator. It must, moreover, be incorporated into the many areas of the general course of study.

2. It is possible to arouse a motivating interest in word-building among high school students.

3. Initial curiosity in the component parts of modern words can be nourished into a lasting intellectual activity directed toward word analysis.

Without doubt the greatest single obstacle in the actual English-teaching procedure is the widespread neglect by teachers of other subject areas. Although in the more progressive schools instruction in English is highly integrated with all the subjects of instruction, this is by no means universally true. "In the great majority of classrooms language exercises are programmed for a certain period of the day and are taught more or less in isolation from the normal language needs of the child in the total program."[4]

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4. Robert C. Pooley, "Foundations in the Elementary Grades," Teaching English Usage, p. 183.

[illegible] Outside of [illegible] will be an [illegible] in [illegible] is recognized. Investigations, [illegible] organizations can [illegible] It will also be utilized [illegible] in efforts to develop [illegible] and commercialize [illegible] technology.

Public Accountability

3. If a research or [illegible] development is to [illegible] a particular sector of [illegible]. It must [illegible] most of such studies [illegible] administrative. It must, however, be [illegible] into the [illegible] of the [illegible] [illegible] study.

4. It is [illegible] to [illegible] a [illegible] [illegible] and-building [illegible] [illegible] problems.

5. Social [illegible] in the [illegible] [illegible] [illegible] [illegible] a [illegible] [illegible] [illegible] [illegible] based [illegible] [illegible].

Studies about the [illegible] [illegible] [illegible] in the [illegible] building-[illegible] [illegible] in the [illegible] [illegible] [illegible] [illegible] of [illegible] [illegible] [illegible]. [illegible] [illegible] [illegible] [illegible]

It is frequently the case that students are drilled in certain language corrections during the "English period," yet are allowed to make these same errors repeatedly in other classes. No teaching, however inspired, can counteract the destructive effects of such lapses. English cannot be successfully taught by the clock, dropped, and resumed at the same angle of nex-day's sundial. The habit of correct speech is a skill to be implanted for all the needs of life, and correctness can only be established when it is emphasized consistently and constantly.

The ideal situation would be one in which it was possible to maintain correctness of speech even in out-of-school hours. Many uncontrollable factors block the realization of this desired state. However, it is possible to incorporate such a program within the entire school day. "In addition to classroom standards of good usage, it is possible to secure all-school agreement on certain fundamentals. A procedure frequently followed is for the English teacher or the English department of a high school to draw up a list of minimum essentials for which all-school support is desired. The items of the list should be few, and they should be of the type having high frequency and high social penalty. When the English department is satisfied that the list represents the most important needs, it is presented to the faculty for discussion. Voluntary acceptance of the list with the active support of all teachers is the goal. Naturally persuasion and some demonstration of the ultimate bene-

fits of group action are superior tactics to administrative enforcement or accusations of past neglect."[5]

Students have a far greater interest in standards which they help set up than in those arbitrarily imposed upon them and for which they recognize no impelling need. Therefore, students should be made to feel that they have a responsibility, too, in this school-wide speech improvement. If a need for "words and more words" is felt by the students and their ideas are given sincere appraisal, they will probably expend unlimited effort toward achieving noteworthy success. The role of the teacher is twofold: from her must come the greater part of the motivation for the activity, however indirectly; and he must be openly and sincerely interested in adding to his own word-knowledge. There must be complete understanding among members of a high school class that the teacher does not feel he knows all things conclusively.

Once initial curiosity in word-building has been aroused, the actual principles to be observed in the formation of new words can be painlessly introduced. It is here that root words, prefixes, and suffixes can be studied to the benefit of a now word-conscious group. Skillfully directed, interest in the ancestry of words and in the analysis of their component parts should become an accepted mode of behavior throughout life.

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5. Robert C. Pooley, "Teaching Usage in the Senior High School," Teaching English Usage, p. 230.

Basic Hypothesis

There is a very real need for a concerted attack upon the prevailing lethargy in choice of words which results first, in a lack of discrimination, and finally, in slovenly speech and writing.

Only by constant effort can students, who have a heritage of poor speech habits, master the fundamentals of good English. "Good English is that form of speech which is appropriate to the purpose of the speaker, true to the language as it is, and comfortable to speaker and listener. It is the product of custom, neither cramped by rule nor freed from all restraint; it is never fixed, but changes with the organic life of the language."[6] This statement or definition presupposes an acceptance of the fact that there is no standard of absolute right and wrong language. In admitting the superiority of a standard of appropriateness and social acceptability, students must also investigate and determine the areas or levels of language usage. There are occasions when extreme formality of speech is undesirable. However, such assumption in no degree advocates leniency in speech and writing to the extent that it fosters carelessness in choice of words.

The Need for the Study

As a teacher of English of several years' experience,

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6. Robert C. Pooley, "Backgrounds of English Usage," Teaching English Usage, p. 14.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

the writer has long felt that the greatest single weakness in the field of English study was in the matter of vocabulary. Stemming from this weakness are many related needs. Among these are:

1. To develop the personality of the individual.
2. To develop skill in every-day speaking situations, both public and private.
3. To develop the ability to locate and organize suitable materials for various kinds of speaking situations.
4. To develop effective production in voice, language, and writing.
5. To develop the ability to think logically and to express ideas with clarity and conviction.
6. To develop poise and discrimination in thinking, speaking, writing, and listening.
7. To develop critical understanding of all spoken or written ideas.
8. To develop the ability to converse with intelligence and enthusiasm.
9. To develop the habit of courteous speech.

It has been said that personality is the sum total of all our experiences. One of the greatest experiences or sources of experience is speech. In conversation, in lectures, in motion pictures or radio programs the world exchanges ideas. The degree of information obtained or given through any of these mediums of communication is determined by the depth of understanding possessed, and understanding of ideas is dependent directly upon the depth of word knowledge brought into action.

A very desirable phase of personality is poise. Only

by constant participation in speaking can one acquire the poise which comes with the assurance of adequacy in word usage.

A thorough knowledge of the exact meaning of words and their synonyms is of inestimable value in locating materials and organizing it suitably for various uses.

Words are no less symbols of speech and writing than they are of thinking. Logical thought, like clarity of expression, is an outgrowth of word knowledge.

Critical understanding cannot be exercised without knowledge of the fine distinctions in meaning expressed by a wise choice of words.

One of the most desirable characteristics, that of speaking courteously, can be developed by acquiring a more intensive vocabulary. Much that is classed as intentional rudeness is probably rooted in vocabulary inadequacy.

The need for a study of vocabulary improvement is evident on all sides. "The practical need we have always with us; indeed it has become even more apparent in recent years. Vocabulary measurement has been emphasized more and more in testing, especially for ever-increasing government positions. Extensive tests by the Human Engineering Laboratory have shown that successful men in the business and professional world have large vocabularies. Finally, an eight-year study of Progressive schools, which has just been published, deplores the average high school graduate's lack of competence in the use of the English language, and proposes

as its first objective that every student should learn to read, write, and speak the English language with skill."[7]

Procedure in Collecting Data

The following surveys were utilized in this study:

1. Survey of needs for special areas.
2. Survey of related literature in the field.
3. Survey of teachers' reactions.

A survey of subject area needs led the writer to the conclusion that a plan of vocabulary building would be incomplete if it did not take into consideration words peculiar to specified subjects. In the field of science alone there appeared many words and word parts, knowledge of which is essential to success in that field of study. There are other specialized vocabularies, but in that many of them apply to fields of study not generally included in small high schools, they were not included. By examination of current texts in the field a list of root words, prefixes, and suffixes was acquired, a mastery of which should greatly simplify the subject material in special areas of study.

Many of the writer's data have been secured by personal interviews with teachers of high school students. Nor was the investigation limited to talks with English teachers, although they contributed more to the study than did teachers in other fields. However, most of the data came from material

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7. W. Powell Jones, "Preface," Practical Word Study, p. iii.

written by authorities in the field.

Treatment of Data

Several months have been spent in assembling data and in determining upon a feasible organization. The investigation will be divided into several sections. These will treat of the various aspects of words and word-building. In the discussion on ancestry the conglomerate background of our language will take the spotlight, with emphasis laid upon the various major sources from which English derives its strength.

In addition to studying the methods by which words of other tongues enter our speech, an effort will be made to analyze the formation of new ones by compounding words, and by adding familiar root words, prefixes, and suffixes to new letter-combinations. The strong influence wielded upon the English language by Old English, Latin, and Greek word-elements will form a part of this section.

A section of probable interest will be that of words which tell of history in the making. These words, presenting a picture of customs and ideas as they evolve, tell a simple story of man and his changing world. Included in this division will be a discussion of the several methods by which words change meanings, and a limited account of certain words of picturesque origin.

It is possible that much which is extremely difficult in the study of science would be greatly simplified for the

high school student if he had a working vocabulary of scientific terms with some understanding of how these terms came into being. For this reason, a list of scientific root words, prefixes, and suffixes has been included in the hope that such study will become more profitable and pleasure-filled.

Since spelling is of sufficient magnitude to merit a thorough research in its own right, it has been made part of this study only to the degree that it influences the choice of words. This same consideration has been given use of the dictionary, important though it is to the cultured person of today.

Related Literature

The history of vocabulary up to the present has been a subject of great controversy within and outside the school program. To paraphrase a popular saying, "everybody talks about vocabulary, but nobody does anything about it." Although the subject of word inadequacy has long occasioned much concern and many interested persons have attempted to rectify this situation, the problem in its various ramifications is yet to be fully solved.

Dr. Vizetelly, editor of Funk and Wagnells' New Standard Dictionary, guesses that the average man uses or reads from eight thousand to ten thousand words with understanding. Well-read or specially-trained persons have, naturally, a much larger vocabulary. "They can recognize perhaps fifty thousand

high school students to be used as workshop participants in activities aimed at the development of the three-level concept into action. The Coordinator, a list of activities was made, positive, the activities had been developed in the home that you have still found that [illegible] and discussion-[illegible].

Some building is in [illegible] workshops in early a [illegible] research in the one [illegible]. It was also said that of this area [illegible] the impact that it [illegible] the action is [illegible]. This also [illegible] and [illegible] of the [illegible], [illegible] [illegible] it is to the [illegible] [illegible] [illegible].

Salient Objectives

The [illegible] of [illegible] to the [illegible] [illegible] [illegible]

words and can use at least fifteen thousand, and maybe as many as twenty-five thousand, in conversation and writing."[8]

One stumbling block in the path of improving the nation's vocabulary is the belief held by many that adding great numbers of words, indiscriminately, to one's vocabulary is the method by which one attains the ability to understand ideas. This will, of course increase the actual number of words constituting vocabulary, but the method is no suitable substitute for learning to understand the words themselves. Until the words within one's vocabulary convey actual meaning to him and are a natural part of his speaking, writing and thinking, they are not truly his personal possessions. Perhaps the greatest obstacle in acquiring thorough understanding and, therefore, maximal use of new words is the lack of agreement among scholars as to many word qualities. No one needs reminding that uniformity in language is very unusual. Diversity in pronunciation, spelling, and usage is a quality which has appeared consistently in all living languages. Even among the makers of dictionaries is this lack of uniformity to be noted. Thus, each person is confronted with the necessity of making his own selection, wise or unwise, from among makers of dictionaries. It is also his personal task to decide which pronunciation, spelling, and usage is most nearly appropriate and correct.

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8. Arthur Zeiger, "Vocabulary, Word Study, Etymology," Encyclopedia of English and Dictionary, p. 269.

CHAPTER II

BACKGROUNDS OF VOCABULARY

Indo-European Family

The English language belongs to the Indo-European family. It is one of many members of this family, which in turn is a member of many large families of languages. It was called the Indo-European family for three reasons:

1. It was believed to have originated in India; however, it is now known that it did not.

2. It is believed to have resembled certain languages in India, for instance, Sanskrit--the ancient language of India.

3. It was the parent of the languages spoken in Western Asia and most of Europe.

It is from the Germanic group (the Low Germanic branch) of this family that English is descended. Though it is basically Anglo-Saxon, it is largely composed of words contributed by various languages under the influence of war, trade, and cultural movements.

Anglo-Saxon Source

English, a descendant of Anglo-Saxon, frequently called Old English, was brought to the isle of Britain by the Angles, Saxons, and the Jutes in the fifth century.

> "Anglo-Saxon was the dominant literary medium in Northumbria during the eighth century and in Wessex during the reign of Alfred from 871 to 901. The chief dialects of Anglo-Saxon are Northumbrian, West Saxon (in which most of the extant works are preserved), and East Saxon, which assumed impor-

tance in the tenth century in the writings of Aelfric."[1]

The Middle English period, producing such writers as Chaucer, Gorver, and Langland, is usually considered to begin after the Norman conquest in 1066 and to continue to the introduction of printing, about 1500, the beginning of Modern English.

Rich though our language is in words of Latin and Greek origin, it is to the plain Anglo-Saxon words that we most frequently turn when speaking in times of stress. The native words "Fire!" "Help!" are not likely to be supplanted in times of need by "Conflagration!" or "Assistance!" The identity of our language can be established by the frequency of Anglo-Saxon words. "According to research made by the Bell Telephone Company, these are, in descending order, the most frequently occurring words:

> they, of, and, to, a, in, it, is, I, for, be, was, as, you, with, he, on, have, by, not, at, this, are, we, but, all, or, which, will, from, had, has, one, our, an, been, no, their, there, so, my, if, we, what, would, who, when, him, them, her, your, any, more, now, its, time, up, do, out, can, then, only, she, made, other, and into.

These are not of Latin, Greek, or French origin, but Anglo-Saxon."[2] The very names of the various sections of the island reflected Germanic origin of its peoples. As the tribes settled, they named the land in remembrance of their former

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1. Jerome C. Hixson and I. Colodny, "Our Conglomerate Language," Word Ways, p. 22.

2. Ibid., p. 38.

[illegible] in the [illegible] [illegible] in [illegible] [illegible]
[illegible].[1]

[illegible] [illegible], [illegible] [illegible] [illegible]

homes. The island itself became Englaland; parts of the island became Essex, Wessex, Sussex, Norfolk, Suffolk, etc., respectively, from East Saxons, West Saxons, North Folk, South Folk, etc., who settled in those parts.

The Anglo-Saxon language in England had three principal dialects as a result of linguistic differences between the Anglo-Saxon settlers before their coming to England in the fifth century, and also as a result of subsequent lack of communication. The Northumbrian--north of the Humber River--gave us the writers Caedmon, Cynewulf, and Bede. This dialect was also the original language of the Anglo-Saxon epic, Beowulf. A second dialect of importance was Mercian, spoken in Central England. The third important dialect was West Saxon, dominant in Wessex during the reign of King Alfred, West Saxon texts form the most extensive extant texts, including the only preserved manuscript of Beowulf. It is of interest to note that, despite the far greater literary importance of Northumbrian and West Saxon, the less important Mercian dialect developed into our Modern English, as a result of its fortunate location in a region destined for commercial growth. Perhaps even more important was the fact that this section was to become the location of the city of London, and of the Universities of Oxford and Cambridge.

The compounding of words was a general custom among the Anglo-Saxons until the coming of the Danes and Normans. This practice is responsible for many vivid words. Some of these

words are presented in modern English spelling below:[3]

Wanthrift (extravagance)	Wanwit (folly)
Wanluck (misfortune)	Eyebite (fascinate)
Earsport (music)	Dearworth (beloved)
Afterthink (repent)	

Celtic and Latin Influences

Before the coming of the Angles, England was known as Britain, the original Celtic name. The language most extensively used on the island when the Anglo-Saxons first came were Celtic and Latin. However, only a few Celtic traces survived the successive contributions of the Romans, Anglo-Saxons, Normans, and Danes. The Celts, of the same race as Caesar's "Galli," implanted place names over Western Europe as far as the Black Sea and Asia Minor. A few simple words and place names were brought by Celts emigrating to the island from Europe. Some Celtic words came into the English language through the French of the Norman conquerors in 1606.

Roman Occupation of Britain

Some words of Latin origin appear in nearly every English sentence. However, only a small part of those spoken as English today largely derive from Caesar's entry into Britain. Many of them reached English through the Norman-French. Even today Latin words are entering the English language, especially through science. Half the vocabulary consists of words of Latin origin.

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3. W. Powell Jones, "The Anglo-Saxon Period," Word Ways, p. 44.

Latin influence on the English vocabulary may be divided into six main periods:

1. The Rhine lands as a center of Roman civilization before the third century, A.D., and contemporary with Roman occupation of Britain;

2. Roman occupation of Britain, 43-410 A.D.;

3. Roman Missions to England, 597, A. D.;

4. Norman domination, 1066, A.D.;

5. Renaissance, 1450 to 1580, A.D., and

6. Modern times, 1500, A.D. to the present.

The first Latin words to enter the Anglo-Saxon speech did so before the Anglo-Saxons left the Rhine and Elbe. These words made their interance as a result of trade between the Romans and the Germanic tribes.

The German language has preserved a few Latin words which prove that the culture of the vine was well-known and practiced at an early date within the German provinces. With these we find poppy and mint, prehistoric borrowings. Since the Germans already had a developed vocabulary of sea-terms, we find only the word anchor which appears to be their sole borrowing of Latin words of the sea.

Few of the words which the Germans borrowed from Latin expressed culture or an appreciation of culture, although some interesting words did make their way into the English language at this early date. Most of the words adopted at this time expressed, not ideas, but useful instruments, agricultural methods, and plants.

"Although before the third century of the Christian era the Rhine lands had become a center of Roman civilization, with Roman roads, fortresses, stone-built houses and marble temples, . . . the German tribes borrowed from these rich storehouses of culture only such things as their barbarian minds could appreciate."[4]

The two principal occupations of the Germans account for many of the Latin words brought to Britain. These interests--war and trade--gave English many words.

"Camp (battle), sen (banner), mil (mile), milestre (courtesan) belong to the first class; mangian (to trade), Mynltere (money-changer), pund (pound), ceap (cheap), and mynet (coin) belong to the second."[5]

Words Entering English in Germany

To what extent did the Anglo-Saxons borrow Latin words through the Celts? The answer to this is necessarily one of surmise. Having lived within the Roman empire, the several millions of Germans must have picked-up a good many of their Latin words before coming over to Britain. "The following list though is probably an authentic list of their borrowings from Latin through Celtic:-

1. Caester, chester: AS. Caester, L. Caestrum, (camp or fortified place); seen in such place names as Chester, Gloucester, Exeter (for Excester), Doncaster.

2. Coln: L. Colonia (military settlement); seen in such place names as Lincoln, Colne, Colchester.

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4. Logan Pearsall Smith, "The Earliest Period," The English Language, pp. 149-150.

5. Arthur Zeiger, "History: English Language," The Encyclopedia of English and Dictionary, pp. 423-424.

3. Port: AS. port, L. portus (harbor); seen in such place names as Porchester, Pourtsmouth, Davenport.

4. Wick, wich: L. Vicus (a town or village); seen in such place names as Wickham, Wigton.

5. Pool: AS. pol, Welsh pwll, L. padulis (a marsh); seen in such place names as Hartlepool, Liverpool."[6]

The first Roman words to be introduced during the Roman invasion of 55 B.C. were, naturally of military nature. For example, walls had to be built to protect Roman property. This led to the introduction of the Roman "vallum" which later became wall.

> "Following, however, the opinion of the best authorities, we may take the word Caesar, the title of the Roman emperor, as probably the earliest Latin word adopted into the Teutonic speech. This word, however, in the form in which they borrowed it, has become obsolete in English and has come to us again from Latin. Other early terms which show some contact with the forces of Rome are of a military character--pile and camp and drake (an old word for dragon), which was borrowed probably to describe the dragon-banners of the Roman cohorts."[7]

Roman Missions to England

Later, after the withdrawal of Roman troops in the fifth century, ecclesiastical words became a part of the language. From 597 A.D., the date of the landing in Kent of St. Augustine and his forty monks, until 1066 A.D., the date of the Norman conquest, a great variety of Latin words were introduced. Still later, the Romans added teaching and healing to their

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6. Loc. cit.

7. Logan Pearsall Smith, "Language and History," The English Language, pp. 146-147.

[illegible]

efforts to convert the heathen, thus bringing in such words as alms, fever, hospital, and school. The coming of the Roman missionaries, sent by Pope Gregory, furnished a very important contact with Latin. Most of the following words probably came into English between the seventh and eleventh centuries:

1. Church terms of Latin origin:
   altar, candle, chalice, cowl, creed, cup, disciple, font, mass, shrine, shrive, etc.

2. Church terms of Greek or Hebrew origin borrowed through Latin:
   alms, angel, anthem, amen, apostle, bishop, canon, Christ, clerk, church, deacon, devil, martyr, ministry, monk, pope, priest, psalm, school, stole, etc.

3. Trade words and words for articles of commerce and agriculture:
   beet, box, cheese, fan, fork, kettle, linen, mot, mulberry, pease, pear, penny, poppy, pound, sock, spend, etc.

4. Miscellaneous:
   belt, castle, chalk, counter, fever, fiddle, fennel, hemp, kitchen, lake, mill, moon, pillow, shambles, sickle, sole, tile, tunic, verse, disk, etc.[8]

Perhaps of far greater significance than the addition of new words through the medium of Christianity is the welding of the two groups of Teutonic peoples. Through conversion of the Angles and the Saxons they became members of the community of Europe.

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8. Arthur Zeiger, "History: English Language," The Encyclopedia of English and Dictionary, pp. 428.

Norman Domination

> "If the Norman Conquest had but an indirect influence on the development of English grammar, on the other part of the language, the vocabulary, its effect was so great as almost to transform the character of our speech."[9]

Borrowed words formed only a very small portion of the Old English vocabulary; yet it ceased, in time, to be a literary language and lost most of its learned words. Then gradually this vacancy was filled with words borrowed from the French speech of the Norman invaders. Since the Norman conquest constituted the third invasion of the island by a Teutonic race from countries across the sea, a greater similarity of words would be expected than was actually present. For, although the Normans were closely related both to the Anglo-Saxons and to their conquerors, the Danish, they had travelled far since leaving their distant Scandinavian homeland. Having settled in Normandy one hundred and fifty years before coming to England, they were now a new people with a new religion, new laws, new customs, new thoughts, new ideas, and what amounted to a new speech. Despite the fact they came practically as Frenchmen speaking the French dialects popular at the time of their departure, their speech had little resemblance to the modern French of today. It was, in fact, a speech descended from the popular and colloquial Latin spoken in most of the Roman provinces. Since the various provinces made

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9. Logan Pearsall Smith, "Foreign Elements," The English Language, p. 30.

changes peculiar to their needs, the several Romance languages show wide differences, despite their similarity.

> "The Norman conquest of England produced two great results. First, it brought to an insular nation a new and larger, a continental culture. Second, it forced on England 'the national idea,' a concept against which the Saxons had long struggled. However the influx to English of French words is not dated from this time. Not until after 1300 A.D. did any considerable number of French words come into English--and then they came from central or Parisian France rather than from the Norman dialect. The reasons for this surprising lack of influence are to be sought in the social set-up following the conquest. The Normans who came over were, quite definitely, upper-crust: royalty, nobility, clergy, and army."[10]

Although conquered by the Normans, the English were not killed, nor were they expelled from their country. However, they were in a social class apart from their conquerors and were kept in a condition of "inferiority." They were good swineherds and good servants, but not fit associates for gentlemen. Nor was their speech used by their Norman "superiors" but was reserved for the use of boors and serfs, while Norman-French became the only polite speech. However, the Norman-French speech was ultimately "swallowed up" in English, which once more became the language of the whole Nation. In fact, despite all the Latin words (about 400 before the Norman Conquest), Celtic words, and Scandinavian words entering our language, its general character, in 1100, was essentially what it had been five centuries before, according to Bradley.[11]

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10. Arthur Zeiger, "History: English Language," The Encyclopedia of English and Dictionary, p. 428.

11. Logan Pearsall Smith, "Origins of English Language," The English Language, p. 81-82.

[illegible] conditions — that, above, the ancient Germans [illegible] were also citizens, sharing their stability.

> "The Middle Ages [illegible] of England [illegible] the [illegible] [illegible]. First, it [illegible] [illegible] a [illegible] [illegible]. Second, it [illegible] on [illegible] 'the political idea,' a [illegible] [illegible] that [illegible] [illegible]. [illegible] [illegible] [illegible]

Renaissance Period

It is understood that the French language grew out of Latin. But, according to Smith[12] the Latin from which the French words developed was not that of classical literature. It was, rather, based upon the speech of the soldiers and the uneducated people. It was also so clipped, deformed, and thoroughly changed from its parent language that words are frequently unrecognizable at first. There were many words, however, which were taken first into French and thence into English from literary Latin. Since these were not used in the popular speech of the day, they did not undergo the process of transformation common to words adopted by the masses. Even with this protection, the words which English inherited through the French did not represent the speech of the literary people of Rome. The words borrowed did not come from the great poets and authors of Rome, since the scholars of that time adapted words of the living language--words which they spoke and wrote. Preserving, as it did, many of the forms of Latin, it was, nevertheless, regarded as barbarous by the scholars of the Renaissance.

"It was the speech of a small minority, the speech of a few thousand learned men, almost all of whom were in religious orders--an aristocracy intellectual and cosmopolitan--who preserved in the Dark Ages a little of the classical literary tradition."[13] To these they made their own contribu-

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12. Loc. cit.

13. Ibid., p. 30.

tions. This speech became the accepted language of all European scholars, and was even an easier mode of communication among different sections of England.

During the sixteenth century, this speech disappeared as a result of the efforts of the Humanists and the Ciceroneans whose one wish it was to restore the Roman Classical language. Nevertheless, before its disappearance, it had had a great effect on French and English. The great majority of the learned Latin words adopted into French, and from French into English during the period from the ninth to the fourteenth centuries, came from this Low Latin.

It was in the fourteenth century that the first efforts of the classical renaissance began to show results. French began borrowing words directly from the classical Latin, and continued with increasing fervor throughout the fifteenth century. By the beginning of the sixteenth century, France possessed what amounted to a new language formed on classical models. With the adoption of French words into the English language, many learned words, first from Late Latin, and then from Classical Latin, became a part of the English speech. Latin was also the language of the English clergy and the learned men of the country. The English Bible and service-books also were in Latin as well as the greater part of the historical and devotional books.

From early times a curious feeling has existed that all popular forms of words were incorrect. This may have re-

sulted from observing the rapidity with which native languages changed. During the Renaissance this tendency to distrust the popular speech made those interested in improvement of their language disdainful of their mother tongue. Particularly did authors regard their native speech with mixed emotions, fearing that to write in the vernacular was to use an awkward and dying speech. They also felt that the language was unsuited to the expression of high thoughts and scholarly achievements. However, their love of apt and beautiful phrases greatly influenced the molding of Modern English literary language. It was only towards the middle of the sixteenth century that another and different influence began to make itself felt--the Reformation and the growth of national feeling under Henry VIII and his Tudor successors began to interest scholars in the value of the language of their own country.

Modern Times

Even today the flow of Latin words into the English language continues. One has only to explore the terminology of the various science subjects to realize this. In the medical field also we find evidence of Latin borrowings which, being familiar to us, are often accepted with no thought concerning their origin. Law, a rich field, has countless Latin words, many unchanged from their original form. In music Latin words are constantly met, sometimes changed through the medium of Italian, and sometimes in their original form. It has been said that the greater part of modern literature has

[illegible]

[illegible]

[illegible]

been written by men who were classically educated, and for readers who were presumed to have more or less knowledge of Latin. It has also been stated that "there are probably very few of our scholarly writers who are not responsible for the introduction of some new word of Latin derivations."[14]

If words which were originally Latin but came to us through French are added to words derived directly from Latin, we will find that an overwhelming number of English words can be justly said to be of Latin origin. Typical of these are: motor, solar, dentist, lux, cuti-cura, and others.

> "The Latin element in modern English is great that there would be no difficulty in writing hundreds of consecutive pages in which the proportion of words of native English and French etymology, excluding articles, pronouns, and auxiliary and substantive verbs, would not exceed five percent of the whole."[15]
>
> (This would count words as Latin when they conform to accepted rules for anglicizing Latin words even when they entered English through French).

Norman-French Influence

From the conquering Normans English gets many groups of modern words. It is from the Normans that many aristocratic words came. The Normans introduced many new types of food and ways of cooking them. These additions to their life demanded new words. Although the Anglo-Saxon herdsmen kept their older words for the animals they tended, the Normans

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14. Henry Bradley, "What English Owes to Foreign Tongues," The Making of English, pp. 93-94.

15. Loc. cit.

who enjoyed them as food used derivatives from French.

The Norman words of a legal nature in the English language show the authoritative character of the Normans. Many of these words can be traced to Roman rule in Gaul. However, despite the large number of Norman-French words, the language remained essentially English. The greatest contribution of the Normans was the general refinement which it brought to English speech.

Greek Influence

The Greek language has influenced English mainly through words and word-elements. Today, a need for a new word frequently is supplied by Greek prefixes, roots, or suffixes. "Greek borrowings have been continuous from the fifth century to the present, but up to the Revival of Greek learning (about 1540 A.D.) they entered the language at second or third hand. Since, Greek words have been frequently borrowed to supply deficiencies in English, when new words are required for new facts, Greek has frequently supplied them."[16] Many words have come from Greek through French; many words are borrowed directly from the Greek language.

Danish Influence

The influence of the Danish invasion of England in the eighth, ninth, and tenth centuries mostly was felt in place-names. Many of England's present day names are distinguished by the final syllable -by, the Danish word for village. With

16. Hixson and Colodny, op. cit., p. 56.

[illegible]

[illegible]

[illegible]

the exception of these place-names, the Danes did not bring more than five hundred words. However, according to Hixson and Colodny, "they contributed a simplifying tendency which has made our language a more usable tool."[17]

Other Germanic Source - (Dutch)

English's main gains from the Dutch people came through trade. Only a small portion of the medieval population lived in towns; many workers had formed towns by the fifteenth century. These men exchanged work for protection, but were soon producing more than could be absorbed by the protecting castles. This surplus of goods led to trade with foreign countries, particularly with the Low countries.

Many of the words thus gained indicate their need for protection. Some of these are: garret (place of refuge), and belfry (watchtower).

Commerce greatly stimulated the flow of Dutch words into English. Many Dutch, as well as Flemish, weavers entered England, bringing with them the words of the Low countries.

Oriental Influence

The Crusades and commerce both proved heavy contributors of Oriental words to the English language. During the eleventh, twelfth, and thirteenth centuries new ideas, new sciences, and

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17. Arthur Zeiger, op. cit., pp. 433-434.

luxuries poured into Europe. Some of the more interesting of the Oriental words are: caravan (from Turkish Kārwān), magazines (from Arabic makhāzin for storehouses), and orange (from Persian nārang).[18]

Many words which we owe to Arabic and Persian refer to cloth and clothing, since the Oriental market places were impressive then as today.

Scientific words of many kinds came from the Orient. Even the letters of our alphabet came from the Egyptians, Phoenicians, and Greeks; and our numerals come from the Arabs, as do certain mathematical and astronomical terms.

Italian Influence

> "English diplomatic, commercial, and cultural relations with Italy are reflected in many words. Chaucer, Wyatt, Coryate, Ascham, Milton, and others English authors travelled in Italy bent upon cultural and diplomatic missions."[19]

Many words relate to commercial and general subjects, but it is chiefly words reflecting interest in the fine arts which make up Italy's contribution to the English language.

Englishmen travelling on the continent brought back words of varied classifications. The Renaissance period, in particular, added many Italian words to the English language. Among these were:

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18. Loc. cit.

19. Hixson and Colodny, op. cit., p. 79.

balcony	contraband	grotto	monkey	studio
bandit	ditto	gusto	piazza	terra cotta
cameo	duel	imbroglio	portico	umbrella
canto	duet	isolate	quota	volcano
comply	fresco	milliner	rebuff	(etc.)

Spanish Influence

Although the Renaissance, which originated in Italy, led to the study of Italian literature and, subsequently, to a translation of many of the works of Italy's foremost authors, a far different impetus led to the adaption of Spanish words into English.

English travellers, returning from Spain and her colonies, brought many Spanish words in their attempts to describe the lands they had visited. Another rich source was utilized in the commercial and political terms made necessary by England's dealings with Spain. English words borrowed from Spain became almost as numerous as those from Italy. Among Spanish borrowings are:

alligator	canoe	domino	peccadillo
ambuscade	cargo	don	punctilio
armada	cigar	filibuster	renegade
booby	cork	grandee	(etc.)
buffalo	desperado	negro	

Miscellaneous Influences

Many interesting words which add vitality to the English language come to it from languages whose contribution is not great in quantity but rather in quality. Briefly, some of the more interesting are:

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible] the [illegible] [illegible], [illegible] [illegible] [illegible]

Australian:	boomerang
Egyptian:	gypsy, oasis
Hebrew:	bedlam, cider, jockey
Mexican:	chili, coyote
North African:	morocco
Portuguese:	albino, lingo, fetish
Russian:	polka, vampire
Thibetan:	lama, yak

CHAPTER III

THE BIRTH OF WORDS

> "That words have not been in existence since the beginning of time is a surprising discovery to many high school students. One good way to develop interest in vocabulary is to let students see how words have actually come into being. I have found that students like an approach to the study of vocabulary which shows the way Americans have coined new words to meet particular American situations."[1]

Compounds

True situations in American Life have contributed much to English. This contribution has been a development arising out of necessities peculiar to the American people. Many words came into being during the pioneer days of this nation as a result of new needs, new experiences, new ideas, new foods and even new topography. Sometimes this need for new words was satisfied by compounding English words, such as: cowboy, town meeting, backwoods. Often words were borrowed from the Indian, as: moccasin, caucus, wigwam, pone, wampum. Many words came in by adopting words of European settlers, as: coleslaw from the Dutch Kool sla; levee from the French lever, and adobe from the Spanish.

There are several methods by which words enter the

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1. Rose E. Weiffenbach, "Vocabulary Study in the American Language," Teachers Service Bulletin in English, Volume III Number 1, October 1948, p. 1.

English language. In addition to compounding and borrowing, English frequently coins new words; creates words by imitating sounds; and tears down phrases or clauses by slurring them.

In teaching the principles underlying the coinage of American words to meet definite needs, several steps have been suggested.[2] The first step consisted of pointing out clearly that certain native words to be discussed were needed. The next step made use of certain words which could be used as examples of words coined to meet definite needs. In showing the relationship between words and the historical situation which made them necessary, facts should be presented in chronological order. This may be accomplished by reminding the group of the hardships endured by the early settlers in their efforts to make a new life for themselves in a wilderness among savage people. In their effort to effect friendly relations with their Indian neighbors they evolved the plan of joint meetings which became known as pow wows, the Indians' name for conference.

To keep alive, the settlers needed food. They accepted the Indians' rocka-hominy, made of ground corn, as parridge and shortened its name to hominy. They followed this same procedure in adapting ponap, a type of bread made of corn, compounded it with the Anglo-Saxon word corn, and brought into the American language the popular corn pone. Johnny-cake came from the word Shawnee-cake, the type of corn pone

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2. Loc. cit.

[illegible] income. In addition to [illegible] [illegible] [illegible]

popular with the Shawnees; squash is a shortened form of the Indian asquutasquash. As in the case of food, words denoting clothes were adapted to fit new forms of apparel. Thus, the settlers adopted both the name moccasin and the shoe itself, whose soft sole made travel through the wilderness swift and silent.

As life progressed in the colonies, the settlers found it increasingly necessary to combine their efforts or "to do things together." This new way of accomplishing together tasks which were impossible alone gave rise to such words as: spining-bee, husking-bee, quilting-bee, sewing-bee, cellar-digging-bee, house-raising, and many similar compounded names.

During the period of expansion in the West, wagon-trains traveled through wild country peopled with savage tribes of Indians. No one was welcomed on one of these journeys except strong and sturdy men and women. There was no space or use for overindulged weaklings known as molly-coddles, who were unable to use the ever-present six-shooter. It was also during this period that cow-catchers were installed on the front of the West's first locomotives.

Late in the frontier period, a new outdoor sport evolved. It required the use of a bat, a ball, and several bases, and thus, became known as baseball.

During the period following the Civil War, immigration increased America's population so greatly that her cities grew tremendously, even conserving space by expanding upward.

It was as a result of this "piling-up" tendency in building that the modern sky-scraper came into being.

Beginning with World War I the tendency to coin war terms became pronounced. Through the successive wars we have added to our language such words as draftee, selectee, and trainee, while the disaster at Pearl Harbor gave the world the expression "to alert."

While the examples cited are comparatively recent, the practice of coining, compounding, and borrowing words from other peoples is by no means peculiar to the American branch of the English speaking people.

> "For centuries the enrichment of English has occurred most conspicuously from foreign sources. Historians of our language have frequently remarked that new cultural developments and new inventions have repeatedly driven us to plunder alien vocabularies for terminology."[3]

Imitation of sounds has added some words to the English language. The very expressive bow-wow of childhood speech illustrates this practice as do such commonly-used words as the hiss of the snake, the buzz of the bee, and the whine of the saw.

Tearing-down phrases and clauses into smaller expressions has given us good-by from the slurred "God be with ye," and the clipped tawdry, from "St. Audrey's Fair," a market known for cheap goods.

Perhaps the most prolific means of adding words to the

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3. Margaret Schlauch, "English Created New Nouns of Its Own," Word Study, April 1948, p. 4.

the English vocabulary has been that of the "cluster method."

> "There are a few hundred English roots and stems around which thousands of English words cluster. Consider the root fac, 'make, form, do.' "[4]

In the case of Latin roots, verb roots are more prolific than noun or adjective roots. This is probably the result of their readiness to form new stems by combining with prefixes. A very great number of English words come from Latin roots; yet, this very fact makes the study of Latin roots and their influence on English an overwhelming task. For this reason it would prove practical to segregate the roots which occur most frequently in common English words and devote first attention to them. Perhaps the most difficult part of the task arises out of the fact that old meanings of roots have undergone changes through centuries of use. These changes come about largely through the daily use of the words by people who unconsciously expand the meanings to express related ideas. Another factor in the difficulty of recognizing words from the original meanings of their component parts is the fact that many of them entered English through French which effected some change.

As was indicated earlier, "very few words are created whole. Almost every new word made up in English is put together from old words or remnants of them. This word composition is done in three ways:

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4. Arthur Zeiger, "Vocabulary," Encyclopedia of English and Dictionary, 1947, p. 274.

the Soviets reconsidering his long look at the "Western method."[1]

> "There are, in the Western English, words not among those which being synonyms of English words signify, besides the word [illegible], [illegible], [illegible], [illegible]."

In the world of Latin words, most words are more specific than those of English words. Still in contrast, the words of Latin variations to form an [illegible] of conditions also revealing. A very great number of English words come from Latin roots; yet, this very fact makes the study of Latin roots and their influence on English is considerably less. The Latin language is much more specific and therefore is preferred by scholars for the study of words and their meanings. The Latin language is more specific because it is supported by words which have frequently in common English words but carries different attributes to them. Perhaps the most difficult part of the Latin science lies in the fact that the meanings of words have changed over the years, sometimes drastically or less. Some changes come about largely through the daily use of the words by people who unconsciously change the meaning to suitable Latin. Another factor in the difficulty of translating words from the original meaning of their composition words is the fact that many of them entered English through which affected their change.

In the [illegible] [illegible], "First [illegible] words [illegible] study. Clearly there are very few ways in the English in the rather first [illegible] words in [illegible] [illegible]. Some [illegible] [illegible] is done in three ways:

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1. Anthony Burgess, "Nadsat," Encounter 22 (April 1964) 1964, p. [illegible].

1. By adding prefixes and suffixes to existing words or roots;

2. By combining separate words to make compounds, and

3. By changing the function or the meaning of a word without changing its forms."[5]

Of these three processes word building by addition of prefixes or suffixes is by far the most fruitful. Perhaps it should, for this reason, receive very careful attention in any study of vocabulary.

The method of adding an old prefix to a new word, or a word used in a new meaning, can best be shown by illustration. By adding the familiar prefix pro- to the name Nazi a new way of expressing a political affiliation or ideology can be acquired. The same procedure may be followed in supplying suffixes to words. By the addition of -er or -or to a stem, an agent noun can be formed, as aviator, doer. But first there must be the root, the element from which a whole group of related words is constructed.

The Anglo-Saxon Element

> "The Anglo-Saxon element in our modern English vocabulary is the most easily understood and presents the fewest difficulties from the standpoint of either comprehension or use."[6]

Anglo-Saxon root words present their greatest value to vocabu-

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5. W. Powell Jones, "How New Words are Made With Prefixes and Suffixes," Practical Word Study, 1943, p. 13.

6. Jerome C. Hixson and I. Colodny, "Common Anglo-Saxon Root-Words," Word Ways, 1946, p. 165.

lary study in the ability and facility realized from building derivative words. Fifty important native, or Anglo-Saxon, roots with meanings, derivatives, and related words are:

TABLE OF FIFTY IMPORTANT ANGLO-SAXON ROOTS WITH MEANINGS, DERIVATIVES, AND RELATED WORDS[7]

Root	Meaning	Common Derivatives
BEORGAN	to protect	belfry, harbor, burrow
BIDAN	to wait	abide, abode, bide
BIDDAN	to pray, ask	beads, bid (n.), bidden
BLAC	pale, shining	bleach, bleak
BOT	to profit	bootless, booty, to boot
BUAN	to dwell, cultivate	bower, boor, husband
BYRNAN	to burn	brand, brand new, brandy
CEPIAN	to buy	chapman, cheap
CIERRAN	to turn	ajar, charwoman, chore
CUNNAN	to know	cunning, Ken, Kith
CWIC	living	quick, quicksilver
DAEL	part	deal, dole, ordeal
DEOR	wild animal	deer, wilderness
DRAGON	to draw	drag, draw, dray
DREOSAN	to fall, perish	dregs, dross
EAGE	eye	daisy, eyebrow, eyelet

7. Richard C. Mallery, English Vocabulary Building, pp. 73-74.

Root	Meaning	Common Derivatives
FARAN	to go	farewell, ferry, thoroughfare
FEDAN	to feed	fodder, food, forage
FEOH	cattle, money	fee, fellow, fellowship
FON	to seize	fang, finger
FRETAN	to eat	fret, fretwork
GEARD	enclosure	courtyard, garden, girdle
GRAFAN	to dig	engrave, grave, graft
HAD	condition	brotherhood, manhood
HAL	whole, sound	hale, health, holy
HELAN	to cover, hide	hall, hell, helmet
HLAF	loaf	lady, loaf, lord
HWEARFAN	to turn	swerve, wharf
LAERAN	to teach	folklore, learn, lore
LAEWEDE	unlearned	laity, layman, lewd
LICGAN	to lie	lair, layer, outlay
LYFT	air	aloft, lift, loft
MAWAN	to mow	aftermath, mead, meadow
MONA	moon	Monday, month, moonshine
MYRCE	dark	murk, murky
RAEDAN	to interpret	read, reader, riddle
REAFIAN	to seize, plunder	bereave, bereft, rob
RICE	kingdom	bishopric, rich, Richard
SCERAN	to cut	share, shear, shred
SCUFAN	to push	scoop, scuffle, shove

Word	Meaning	Other descriptions
FAUNA	to be	Fairies, Fairy, Supernatural
FEUDS	to feed	Feudal, food, energy
FOOD	edible, eatery	fee, fellow, relationship
FOR	or entire	four, fourth
FORCED	to act	force, forceful
FOREIGN	[illegible]	[illegible], [illegible], [illegible]
FORGIVE	to give	[illegible], [illegible], [illegible]
GAS	[illegible]	[illegible], [illegible]
GAY	[illegible], [illegible]	[illegible], [illegible], [illegible]
GEAR	to [illegible], [illegible]	[illegible], [illegible], [illegible]
GLAZE	[illegible]	[illegible], [illegible], [illegible]
GLEAMING	to [illegible]	[illegible], [illegible], [illegible]
GLEAMING	[illegible]	[illegible], [illegible], [illegible]
GLIDER	to [illegible]	[illegible], [illegible], [illegible]
GLOW	[illegible]	[illegible], [illegible], [illegible]
GLUE	to [illegible]	[illegible], [illegible], [illegible]
GRAZING	to [illegible]	[illegible], [illegible]
GREEN	to [illegible]	[illegible], [illegible], [illegible]
GRIND	[illegible]	[illegible], [illegible], [illegible]
GROWS	[illegible]	[illegible], [illegible]
HEALS	to [illegible]	[illegible], [illegible], [illegible]
HEATING	to [illegible], [illegible]	[illegible], [illegible], [illegible]
HOUR	[illegible]	[illegible], [illegible], [illegible]
HOUSE	to [illegible]	[illegible], [illegible], [illegible]
HOUSES	to [illegible]	[illegible], [illegible], [illegible]

Root	Meaning	Common Derivatives
SOTH	true	forsooth, soothsayer
SPELL	story	gospel, spell, spellbound
STEAD	place	homestead, instead, steadfast
STEORRAN	to guide, steer	starboard, steer, steersman
THYREL	hole	drill, nostril, thrill
TREOTH	truth	betroth, trust, tryst
WEARD	guard, ward	guardian, warden, wary
WITAN	to know	wisdom, wise, wit, witness
WRITHAN	to twist	awry, wriggle, writhe
WYRCAN	to work	playwright, wheelwright, wright

Though most of our new compounds in modern English are borrowed from Latin and Greek, native Anglo-Saxon built its vocabulary to a large extent from compounding its own words. While the Anglo-Saxon vocabulary was not extensive, according to present standards, a large proportion of its words still exist in modern English. Anglo-Saxon affixes are prevalent within the English vocabulary. Some of the more common ones entering into compounds are:

TABLE OF ANGLO-SAXON PREFIXES[8]

Prefix	Meaning	Examples
a	on, toward, into, up	ago, agoing, afishing, afield, afoot, asleep, ashore
be	all over, thoroughly (same origin as by)	bedeck, bemoan, beshrew, bespeak
by	beside, incidental, past	bygone, byword (but not by-law, the element of which comes from Danish, 'village') byproduct
for	an intensive prefix to verbs, or preserves the sense of from (cf. Ger. Ver-); also may mean 'omission' or 'neglect.')	forbid, forlorn, forswear, forget
fore	before, in front of	forewarn, foremost, forehead
mis	bad, badly	mistake, miscreant, misdeed
off	from	offspring, offset
out	out	outward, outline, outwit
over	over	overtake, overalls, over-board
un	not	uneven, unfair, unwise (some compounds of un-have dis-appeared: unbold, unright, etc.)
under	beneath	undergo, undermine, under-graduate
with	against, from	withstand, withdraw, with-hold.

8. Jerome C. Hixson and I. Colodny, "Anglo-Saxon Prefixes and Suffixes," Word Ways, 1946, pp. 201-204.

TABLE OF ANGLO-SAXON SUFFIXES[9]

Suffix	Meaning	Examples
-dom	dominion, quality condition	kingdom, freedom, wisdom, officialdom
-en	made of, to make (not related to the plural -en in oxen, children, etc.)	wooden, brazen, harden, lengthen
-er	one who (cf. L. -or)	fighter, hunter
-ful	full, full of	thankful, hopeful, cupful
-hood	state, quality (usually solemn in tone)	knighthood, womanhood, statehood (American), falsehood, likelihood
-ish	having qualities of, suggestive of,	girlish, bookish, warmish, Turkish
-le -el	instrument or agent	thimble (A.S. thyme, 'thumb' plus -le), handle, icicle, ladle, treadle.
-less	without	helpless, shiftless, countless, doubtless
-ly	like (A.S. lik) and the adverbial terminative	manly, slowly, timely
-ness	condition of being, place	wilderness (A.S. wilddēoren plus ness, 'wild animal place'), bitterness, kindness.
-ock	a diminutive	hillock, bullock, hummock
-ship	skill, art, condition, manifestations of (A. S. scripe)	friendship, musicianship, craftsmanship, lordship, fellowship

9. Loc. cit.

TABLE 2: [illegible]

Suffix	Meaning	Examples
-ana	[illegible], [illegible] [illegible]	[illegible], [illegible], [illegible], [illegible]
-ga	[illegible] (a. [illegible] [illegible] [illegible] [illegible] [illegible], [illegible], etc.)	[illegible], [illegible], [illegible], [illegible]
-ar	[illegible] (cf. I. -ara)	[illegible], [illegible]
-ala	[illegible], [illegible] [illegible]	[illegible], [illegible], [illegible]
-[illegible]	[illegible], [illegible] [illegible] (cf. [illegible] [illegible] in [illegible])	[illegible], [illegible], [illegible], [illegible], [illegible], [illegible], [illegible]
-iar	[illegible] [illegible] [illegible] [illegible]	[illegible], [illegible], [illegible], [illegible]
-ia -ai	[illegible] [illegible]	[illegible] (I.E. [illegible], [illegible] [illegible] -ia), [illegible], [illegible], [illegible], [illegible], [illegible], [illegible].
-iara	[illegible]	[illegible], [illegible], [illegible], [illegible], [illegible]
-ij	[illegible] (I.E. [illegible]) [illegible] [illegible] [illegible] [illegible]	[illegible], [illegible], [illegible], [illegible]
-[illegible]	[illegible] [illegible] [illegible] [illegible]	[illegible] (I.E. [illegible], [illegible], [illegible] [illegible] [illegible] [illegible]

Suffix	Meaning	Examples
-some	apt to, productive of, like, same (A.S. sum)	winsome, quarrelsome, wearisome, buxom, tiresome, loathsome. (Some words ending in -some come from Greek -some 'body', as chromosome.)
-ster	one who, an agent--originally feminine; now often masculine, and sometimes derogatory	teamster, youngster, oldster, punster, huckster (one who hawks wares), spinster (originally 'a woman who spins'), songster, brewster, gangster, rhymester
-ward	wards, toward (The -s in towards was originally the genitive ending.)	backward(s), forward(s), inward, leeward
-y	full of, characterized by, having (From A. S. -ig.)	thorny, windy, sleepy, guilty

Latin Word Elements

Since the number of words made with the help of Latin roots and affixes is extensive, a limit of fifty is maintained in each listing.

Before constructing a new word from old, there must be a basic word upon which to build. It is here that the root element plays its role. Verb roots are more prolific than noun or adjective roots because of their readiness to form new stems by combining with prefixes.

TABLE OF FIFTY IMPORTANT LATIN VERB ROOTS[10]

Note: Under 'variants' in the table below are listed (1) the infinitive and past participle of the Latin verb, (2) the combining forms used in making stems by adding prefixes, if they differ from the regular form, and (3) the French variants (in regular lower case type).

Root	Variants	Meaning	Common Derivatives	
AG	AGERE ACTUM -IGERE	move, do	agent actor exigency	agitate actual prodical
CAP	CAPERE CAPTUM -CIPERE -CEPTUM cev cet	take, seize hold	capable capture anticipate accept conceive conceit	capacity captive principal precept deceive deceit
CED	CEDERE CESSUM cease	move, yield	cede recess decease	concede concession surcease
CLAM	CLAMARE CLAMATUM claim	cry out	clamor reclamation claim	exclamation acclamation acclaim
CLIN	CLINARE CLINATUM	lean	decline declivity	incline inclination
CLUD	CLAUDERE CLAUSUM -CLUDERE -CLUSUM	shut	clause enclose conclude conclusive	close closet exclude exclusion
CRESC cre	CRESCERE CRETUM crease cru	rise, grow	crescent accretion increase accrue	crescendo concrete increment recruit
DIC	DICERE DICTUM	say	diction contradict	dictionary predict

10. W. Powell Jones, "Latin and Greek Roots," Practical Word Study, pp. 36-41.

Root	Variants	Meaning	Common Derivatives	
DUC	DUCERE DUCTUM	lead	duke duct	induce aqueduct
FAC	FACERE FACTUM -FICERE -FECYUM -fy fait	make, do	fact faction efficient affect justify feat	factor benefactor certificate defect magnify feature
FER	FERRE LATUM	bear, carry	confer translate	defer legislate
FORM	FORMARE FORMATUM	form, shape	conform performance	deform uniform
FUND	FUNDERE FUSUM	pour, melt	refund fusion	foundry effusion
GEST	GERERE GESTUM	carry, produce	gerund gesticulate	exaggerate suggest
GRAD	GRADI GRESSUM GRADUS	take steps, go step	degrade aggress grade	gradient congress graduate
JUN	JUNGERE JUNCTUM join	join	junction conjunction joint	juncture injunction adjoin
LEG	LEGERE LECTUM -LIGERE	1. gather, choose 2. read	legion collect recollect diligent legible	college intellect neglect intelligent lecture
MIT	MITERE MISSUM	send	admit mission	commit messenger
MO	MOVERE MOTUM MOBILIS	set in motion	remove motor mobile	moment commotion automobile
PAR	PARARE PARATUM para-	make ready shield	pare separate parasol	prepare apparel parachute

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

Root	Variants	Meaning	Common Derivatives	
PEL	PELLERE PULSUM	drive, urge	compel impel	dispel propel
PEND	PENDERE PENSUM POND	1. hang 2. weight weight	pendent suspense expenditure ponder	pendulum perpendicular expense ponderous
PET	PETERE PETITUM	strive for, seek, ask	petition compete	impetus repetition
PLIC	PLICARE PLICATUM -PLEX -ply	fold, bend	duplicity duplicate complex plywood multiply	explicit replica simple(x) pliers reply
PON	PONERE POSITUM POUN(D)	Place, put dis	postpone dispose compound	component impose propound
PORT	PORTARE PORTATUM	carry	porter comport	portable deportment
PRESS	PREMERE PRESSUM	press, force	print pressure	sprain express
REG	REGERE RECTUM	straighten rule	regiment rectify redress	regular royal address
SCRIB	SCRIBERE SCRIPTUM	write	scribble scripture	ascribe manuscript
SED	SEDERE SESSUM -SIDERE	sit	sedentary session preside	sediment assess subside
SENT	SENTIRE SENSUM	feel	sentiment sensation	presentiment dissension
SEQU	SEQUI SECUTUM SUE	follow	sequence execute ensue	consequence persecute suit
SERV	SERVARE SERVATUM SERVIRE	1. save 2. serve	conserve reserve servant	observe reservoir servitude

Root	Variants	Meaning	Common Derivatives	
SPEC	SPECERE SPECTUM -SPICERE	look	specimen spectator conspicuous	speculate species despicable
SPIR	SPIRARE SPIRATUM	breathe	spirit perspiration	perspire respiratory
SOLV	SOLVERE SOLUTUM	loosen, free	solve solution	resolute dissolution
STA	STARE STATUM STAN -STITUT -SIST	stand firm standing cause to stand cause to stand	stable status static constitute exist	establish state stationary substitute persist
STRING	STRINGERE STRICTUM strain stress	draw tight	stringent stricture constrain stress	constringent strict strait strangle
STRU	STRUERE STRUCTUM	build	construe construct obstruct	destroy instruct industry
SUM	SUMERE SUMPTUM	take up, spend	assume resume	presume assumption
TEN	TENERE TENTUM -TINERE -tain	hold	tenacious content continent abstain retinue	tenure retention pertinent obtain maintenance
TEND	TENDERE TENTUM TENSUM	stretch	tendency tent tension	attend contention pretense
TRACT	TRAHERE TRACTUM	draw, drag	trace attract	traction train
VEN	VENIRE VENTUM	come	convene convention circumvent	intervene adventure invent
VERT	VERTERE VERSUM	turn	vertebra versus	vertical reverse

Root	Variants	Meaning	Common Derivatives	
VID	VIDERE VISUM	see	provide vision advise	evident visit view
VINC	VINCERE VICTUM	conquer	invincible victor	evince eviction
VOC	VOCARE VACATUM	call	vocation evoke	convocation vociferous
VOLV	VOLVERE VOLUTUM	roll	devolve convolution	volume revolution
CUR	CURRERE CURSUM COUR	run	current excursion courier	incur cursory recourse

TABLE OF LATIN PREFIXES[11]

Prefix	Meaning	Examples	
AB (a, abs.)	away from	abnormal abstract	abject aberration
AD, a, ac, af, ag, al, an, ap, ar, as, at	to, towards	adhere abbreviate affirm	advertisement accession aggregate
AMBI	both	ambiguous antebellem	ambidextrous anteroom
ANTE	before	antecedent	antedate
BI, bin, bis	two, double	biennial bisexual	bicycle biweekly
BENE	well	benefactor benevolent	benign benediction

11. Ibid., pp. 14-15.

Tool	Variable	Meaning	Number Description	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
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Factor	Meaning	Description	
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
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[illegible]	[illegible]	[illegible]	[illegible]

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Prefix	Meaning	Examples
CIRCUM	around	circumvent circumcise circumlunar circumference
CONTRA, contro, contr, countr	against	contradict contrast controversy contraindicate
DE, di	down from, away	depose decline deform denatured
DIS, di, dif, des, de	apart from, apart	dissect distort dissolve displace disqualify dissatisfied
EX, ef, e	out of	exclude expire efficient ex-president
IN, im, il, ir	not	incorrect informal irresistible illegal in (into) was used in Latin with verbs to form new verbs; in (not) was used with adjectives to form opposites
IN, im, il, ir, French em, en	into	incline immerse impose irradicate
INTER, intra, intro	between, within	intercede intervene interurban interstate
MAL (adverb)	badly	malign malnutrition malevolent malformation
MULTI	many	multiple multifold multilateri multilinear
NON	not	nonconformist nonentity nonpartisan nonstop
OB, op, oc, of	towards, against	obstruct occur offend oppose
PER	throughout, completely	persist perfect percussion permeate
POST	after	postpone postscript postwar postseason

Prefix	Meaning	Examples	
PRE	before	precede preheat	predict preview
PRO, prof, pour por	forward, in place of	project proslavery porthole	progress propel
RE	back	refer reintroduce	revoke reread
SE, sed	abide	seduce separate	secede secret
SEMI	half	semifinal semi-arid	semicircle semiconscious
SUB, suc, suf, sug, sup, sus	under	submerge subhuman	suffer suspend
SUPER, supra sopr, sur	above, over, beyond	supervise survey	soprano supranasal
TRANS	across, beyond	transmit transcontinental transcendentalism	transfer
TRI	three, thrice	tripod triangle	trio triplicate
UNI	one	universe unification	uniform unicellular
VICE	in place of	vice-president vice-admiral viceroy	

TABLE OF LATIN SUFFIXES

Suffix	Meaning	Examples	
-ABLE, -ible, -ble	passive--capable of, fit for; active--tending to	creditable	terrible
-ACIOUS	abounding in, tending to	righteous	pugnacious
-ACY, -cy	state of, quality of	lunacy	heresy
-AGE	act of, state of	cleavage	bondage
-AL, -ical	belonging to appropriate to characterized by	regional seasonal occupational	sectional
-AN, -ian	belonging to pertaining to	American	humanitarian
-ANT, -ent	state of	abundant	permanent
-AR, -ary, -ory	of the nature of, pertaining to	angular repository	beneficiary
-ATE, -ite	possessing or being	ornate	exquisite
-ATION (noun)		deliberation determination	
-CLE, -cule	(forms diminutive)	receptacle	reticule
-DOM	office of, state of, those holding office of	Christendom martyrdom	officialdom
-EER, -ier	person who acts	Chanticleer	bombardier
-ESS, -trix	forms feminine noun	prioress	executrix

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Suffix	Meaning	Examples	
-ET	forms diminutive	leaflet	minaret
-FEROUS	producing, yielding	carboniferous	odoriferous
-FIC, -ific	causing, making	specific	terrific
-FUL	full of	merciful	beautiful
-FY, -efy, -ify	to form, to make	beautify stupefy	modify
-ICE	quality of, state of	service	apprentice
-ILE, -il	pertaining to	puerile	fabrile
-INE	pertaining to like	feline	canine
-INE	forms feminine noun	Carolina	Aline
-ION	act of, condition of	rendition	satiation
-ITY	condition of, state of	intensity	density
-IVE	having nature of, given to	abusive	responsive
-LENT	abounding in	benevolent	turbulent
-MENT	result of, state of, act of	settlement	contentment
-MONY	forms nouns denoting action or condition	ceremony	parsimony
-OR, -er	condition of state of	stupor temper	splendor
-ORY	pertaining to	laudatory	mandatory

Suffix	Meaning	Examples	
-ORY	place of	repository	laboratory
-OSE, -ous	having quality of	grandiose	malicious
-TRY	art of	artistry	ministry
-TUDE	condition of state of	desultude	fortitude
-TY	condition of state of	honesty	frailty
-URE	act, process, result	procure tenure	procedure

The Greek Element

Greek gives the English language most of its new words in the world of modern science. Therefore, a working knowledge of Greek roots and affixes should aid the student in his study in this field of learning. The following tables have been compiled as a result of study of listings by W. Powell Jones, Richard C. Mallery, Jerome C. Hixson, and I. Colodny. These have been supplemented and illustrated by examples taken from Webster's Collegiate Dictionary, Fifth Edition.

TABLE OF FIFTY IMPORTANT GREEK ROOTS

Root	Meaning	Examples		
ANTHROP	man	anthropology	philanthropy	anthropoid

Root	Meaning	Examples		
ARCH	1. first 2. chief	archaism archbishop	archaic monarch	archeology architect
ASTER	star	astronomy	astrology	asteroid
AUTO	self	automobile	autonomy	automatic
BIBL	book	bibliography	bibliophine	Bible
BIO	life	biography	biology	biochemistry
CHROM	color	chromosome	chromatic	polychrome
CHRON	time	chronology	chronometer	chronicle
COSM	universe	cosmic	cosmogony	cosmopolitan
CRAT	strength	democrat	autocracy	bureaucrat
CRYPT	secret	cryptic	cryptogram	crypt
CYCL	circle	bicycle	cyclone	cycle
DEM	people	democracy	epidemic	endemic
DERM	skin	dermatology	taxidermist	epidermis
DYNAM	power	dynamo	dynamic	dynasty
GAM	marriage	monogamy	bigamist	cryptogamous
GEN	birth, begetting	eugenics genealogy	progenitor cosmogony	genetics hydrogen
GEO	earth	geography	geometry	geocentric
GRAPH Gram	write written	photography telegram	geographer diagram	graphic grammar
HELIO	sun	heliocentric	heliotrope	helium
HETERO	different	heterosexual	heterodox	heteroclite
HOMO	same	homogeneous	homosexual	homonym
HYDR	water	hydraulic	dehydrate	hydrant
LITH	stone	lithograph	monolith	neolithic

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Root	Meaning	Examples		
LOG -ology	speech study	dialogue geology	prologue biology	eulogy sociology
MEGA	great	megaphone	megalomania	megalith
METR	measure	metrical	metronome	thermometer
MICRO	small	microbe	microscope	microcosm
MORPH	form	amorphous	morphology	Morpheus
NOM	law	astronomy	autonomy	metronome
ONYM	name	pseudonym	synonym	patronymic
ORTHO	straight	orthodox	orthopedic	orthography
PAN	all	panacea	panorama	Pan-American
PATH	1. feeling 2. suffering	pathetic pathology	sympathy pathogeny	apathy psychopathic
PHAN	show	cellophane	diaphanous	fantastic
PHIL	love	philosopher	philanthropy	Anglophile
PHON	sound	telephone	phonetic	dictaphone
PHOTO	light	photograph	photoplay	photoelectric
POLI	city	metropolis	political	Indianapolis
POD	foot	tripod	chiropody	podology
PSYCH	mind	psychology	psychiatry	psychosis
PYR	fire	pyromaniac	pyre	pyrite
PHYSIS	nature	physician	physics	physical
SCOP	see	telescope	horoscope	periscope
SOPH	wise	philosophy	theosophy	sophomore
TELE	far	telephone	telephoto	television
THE	god	theology	atheism	monotheism

Root	Meaning	Examples		
TOM	cut	atom	anatomy	epitome
TYP	print	type	prototype	typical
ZO	animal	zoology	protozoa	zodiac

TABLE OF IMPORTANT GREEK PREFIXES

Root	Meaning	Examples		
A, an	not	agnostic	asexual	anarchy
ANA	on, up backward	anatomy	analysis	analogy
ANTI	against	antidote	antiseptic	anticlimax
APO	away from, off	apostasy	apostle	apology
CATA	down against	catalogue	cataclysm	catapult
DIA	through, across	diagram	diameter	diagnosis
EC, ex	out of	eccentric	ecstasy	-ectomy
EN	in	energy	endemic	entomology
EPI	upon	epitaph	epidermis	epithet
MONO	one, alone	monotone	monarch	monopoly
PARA	beside, beyond	parallel	paraphrase	parasite
PERI	around	perimeter	periphery	periscope
POLY	many	polygamy	polygon	polytechnic

Root	Meaning	Examples		
PRO	before	proboscis	prologue	prophet
SYN	with, together	synthesis	sympathy	symphony

TABLE OF IMPORTANT GREEK SUFFIXES

Suffix	Meaning	Examples	
-AC, -acal	forms adjectives	maniac	zodiac
-IC, -ical	like, of, pertaining to	volcanic	sporadic
-ISM	doctrine of, practice of	Nazism	heroism
-IST	one who acts	scientist	cyclist
-IZE, -ise	make into, practice	popularize	publicize
-OID	like	asteroid	spheroid
-OSIS	condition of, state of	metamorphosis osmosis	

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[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
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[illegible]	[illegible]	[illegible]

CHAPTER IV

CHANGE OF WORD MEANINGS

General Process of Semantic Change

Words, like all useful tools, must undergo constant change if they are to meet the ever-shifting scenes of life. These changes are effected in several ways, sometimes bringing a heightened value to an old word, sometimes dropping it from a high lever to one of far lower word dignity. The processes by which words usually change are:

(1) Generalization

(2) Specialization

(3) Elevation

(4) Degeneration, and

(5) Substitution

It is interesting to note that the more common words are more likely to undergo change. "Words are symbols of ideas, but they are never exact symbols like those in science or mathematics or music."[1]

Generalization

Generalization is that process by which a meaning narrow in its application, becomes broadened to indicate an article or idea which is, nevertheless, related to the

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1. W. Powell Jones, "How Words Change Their Meanings," Practical Word Study.

original definition. Some examples of this word-meaning expansion are:

Cupboard: shelf for cups; now any small closet with shelves.

Clerk: clergyman, then student; now keeper of written records or (in America) a retail seller of goods.

Disaster: an unlucky star; now a serious misfortune.

Sanguine: from the Latin sanguis, "blood;" now a hopeful outlook.

Larder: a storehouse for bacon; now a storehouse for many foods.

Specialization

Specialization, another process by which words change, is the act of limiting the meaning of a word formerly used to indicate a general class to a meaning descriptive of a particular type of kind within the class. "As the association of a word for a large group of persons focuses upon a particular meaning, the word undergoes specialization."[2]

There are many examples of the way in which words specialize. Among them are:

Girl: In the Middle English period girl meant either boy or girl, and its present meaning has developed through specialization.

Bible: Greek "biblios," or book, has become specialized after the Reformation to refer to the Holy Scriptures.

Cattle: Any kind of livestock; now usually refers to the bovine species.

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2. Jerome C. Hixson and I. Colodny, "Specialization and Generalization," Word Ways.

Deer: Any wild beast (German Tier); now one of a family of wild animals.

Starve: To die (German sterben); now to perish from hunger.

Elevation

Elevation is that process by which a word gains a greater degree of respectability. There are many words in the English language whose import is one of dignity now but which was once one of derrogatory implication. Frequently, words of this nature referred to individuals of a particular class or occupation as is the case with the word merchant. When such a class gained recognition or esteem as a result of increased usefulness or respectability, the name for it underwent what is known as elevation. Some examples of this process are given below:

Minister: Latin, "minister," servant, has been elevated to refer to religious and governmental officers of great dignity.

Butler: A bottle-servant, has been elevated to refer to the head of a household.

Pastor: A shepherd, has been elevated to refer to a clergyman in charge of a church.

Marshall: "Horse-servant" or "groom," is now a title of honor, and denotes an army officer of high rank.

Nice: Ignorant and later foolish; now means fastidious or in colloquial speech, pleasant.

Degeneration

Degeneration is a process exactly opposite to that of elevation. Degeneration results when the meaning of a word becomes less respectable, or even when the meaning becomes

less attractive. Some changes represent the extreme of denoting a meaning exactly the opposite of its original denotation. The ideas, ideals, habits, customs, and even the thinking of people change. Words, acting as tools to express these ideas, must keep step through the ages with the alterations made in them. As the thinking of a people undergoes growth, language meanings shift, individual words may rise to greater heights of dignity, or sink to lower depths, but change they must. This change in attitude is, perhaps, the strongest single force in effecting what sometimes amounts to a metamorphosis. Sometimes words thus remade indicate feeling shown by one social group toward another. When this is the case, the feeling is usually one of superiority toward and disparagement of a less fortunate group or individual. The examples given below illustrate this tendency:

Villian: O.F. Vilain, "worker on a villa, or farm," now degenerated to mean one who is morally depraved, and usually one of a class that is socially low.

Slave: from "Slav," a term applied to conquered people who became slaves. The term has degenerated to indicate all slaves, whether Slavic or not.

Idiot: Originally designated a "private person," (in Greek) degenerated to mean an ignorant person, (in Latin), and finally indicates a person mentally defective.

Specious: Once meant "beautiful" but now means plausible but false.

Hussy: Originally meant "housewife," but now has a derrogatory implication.

Hypocrite: Greek, "actor," changed to mean a dissembler, or pretender.

their activities. Some theorists discount the existence of conditions, a number actually are capable of its original simplicity. The issues, events, ideas, institutions, and even the climate of public opinion. Still, giving in little to events have indeed, but just into the mission the most with the alternatives made in them. In the idiosyncrasy of a truly consequent quality. Important economic units, institutional events are cited in economic history or theorists, or also in their empirical, but rather they work. This account is attributed it, problems, the economic plant there is economics that problems should be a substantiation. Economists might lead problems indicate public claims by the small small general economic. Then this is too some. The tendency to usually and of economists focuses and determinants of a less institutions group on institutions. The economic view in the institutions with economy:

Utility: E.g. utility. Theorists on a utility, or time, are accompanied to meet the the is actually involved, and usually meet a claims that is realistic ion.

Time: Long time, a less months to economic supply the income times. The time has accompanied to let know all simple. Income times is not.

Idea: Traditionally indicated a "policy system," (or time) independent to meet on income system. (in large), and (small indicates a system moved is activity.

Institution: Some group "institutions" are are group plan-time and time.

Money: Traditionally money "economic," but not not a monetary institution.

Production: Goods. "Income" changed in such a sim-economic or institution.

Not all changes indicate moral changes in a people. Sometimes they illustrate cultural changes, such as:

Wireless: Once meaning "without wires," has now come to mean radio.

Boc: Once meaning "beech tree," now means a book made of paper.[3]

Degeneration also shows a strong tendency toward using words once strong in dignity for less dignified uses.

Substitution

Another form of word change is that called substitution. In this process words undergo a series of changes culminating in an entirely different meaning. Two examples of this type of change are given below:

Journey: Originally meaning a "day's work" or "travel," changed to mean a day's travel, and finally indicated a trip of any duration.

Quick: Originally meaning "not dead," first changed to mean lifelike, and finally lively or rapidly.

History in Words

A study of words brings a rich reward in the form of a clearer understanding of and insight into the past. This is true in that popular usage, which establishes a word in the language of a people does so as a result of its great influence upon speech. It may be that an accepted word is of good or bad origin, but, good or bad, it becomes a part of the language of

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3. Jerome C. Hixson and I. Colodny, "How Words Develop," Word Ways.

the people who insist upon using it. Perhaps this is one of English's greatest strengths since it is prone to accept new words readily. A language that refuses to change and grow according to the life of its people ceases to be a living language, and thereby is relegated to the book shelf by the students.

As a result of this tendency to adapt itself to social, religious, artistic, and economic life, language is a living mirror of the past. In words we see history, man, the world in change, customs and ideas on the march. In olden days, life concerned itself with the simple things of experience--birth, food, drink, warmth, light, planting, harvesting, care of stock, providing of meat, battle, death and burial. As may be expected, words of this era reflected these elemental tasks in a simplicity which matched that of life at the time.

As history progressed, language developed and added new words to express the increasing expanse of life experiences. To the high school student language seems a ready-made, cut-and-dried product. It is with surprise that they learn of the vast differences in their language today to that of so recent a time as the Shakespearean Age. Language has never been totally at a stand-still, although modern emphasis on the printed word retards the rate of variation and prevents many of our localisms from gaining widespread use. Before the keeping of records became general, divergency between members of the same group were easily noticed. This was especially true

when even a slight geographical barrier separated them. Although the speech of both groups changed, perhaps at the same rate, they changed in different directions and along different lines. One of the strongest factors in changing a language is conquest. These changes in language naturally reveal the changes in life subsequent to subjugation.

> "If a defeated tribe or nation has a foreign tongue imposed upon it, some modification is bound to ensue, for at least some of the words of the beaten people will be appropriated by their masters. Change takes place even if the conquerors accept the language of the conquered, as did the Normans in exchanging their northern speech for the language spoken in what they called Normandy, and once again in exchanging the French dialect of Normandy for the Teutonic speech of Britain after the Norman Conquest."[4]

Through this medium the study not only of the history of words but also the history of the peoples can be pursued. Not all words, however, show their origin at a casual glance. Many have changed in meaning and even in this, record changes in human life, custom, and thought. Through the practice of blood sacrifice among early religious groups comes the verb bless from the noun blood, and from killing and destroying in religious ceremonies comes the word sacrifice (literally, making sacred). One of the strangest examples of semantic change in English belongs to the world of the theater, and came into use as a result of the practice of wearing masks. This was a necessary habit in order to accentuate the voice and the facial expression.

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4. Margaret M. Bryant, "Language Ever Changing," Modern English and its Heritage, pp. 4-5.

"In Latin the actor became known as persona (literally, sounding-through, or megaphone). The shift in meaning of the word person, from resounding mask to actor to individual, and even (in the variant parson) to a special kind of individual."[5]

History of Ideas in Words

The history of ideas is reflected in words in the same way that history itself is revealed. However, the change in ideas is far more difficult to follow. It is from the words used most often in any period of history that an understanding of the thinking of that era can most successfully be acquired. This method will reveal only the popular thought of that day; yet, it is an important addition to other methods of research.

An example of this method is shown in the following word:

"Gentle: From the root GEN (birth), gentle originally meant of the tribe by birth, then of a good tribe or breeding, then mild and considerate (one of the chief characteristics ascribed to a gentleman), or even tamed, as a gentle horse. When the idea of moderation in behavior became uppermost in the classical seventeenth century, a variant genteel was applied to the manners befitting a gentleman."[6]

Words of Picturesque Origin

Words are much more interesting if the student knows their origins. It is easier, too, to remember their meanings if the sources from which the words come are known. As has been stated several times, many of the words in the English

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5. W. Powell Jones, "The History in Words," Practical Word Study, p. 62.

6. W. Powell Jones, "History of Ideas in Words," Practical Word Study, p. 62.

language are derived from other languages. The word fraction, for example, comes from an Old French word, which, in turn, was derived from the Latin word, fractio, meaning to break. Hence, a fraction is a part of a whole, or, from its derivation, it is something which has been broken off from the whole.

There are many others, now in general use, which have been taken from persons names, or from customs or beliefs of various peoples and tribes.

Once its origin is known, every word presents a picture; therefore, a student may make his use of words more forceful, accurate, and colorful by knowing the origin as well as the essential meanings of words.

Some words which possess interesting origins are:

Abet: from the ancient sport of sicking a dog on a bear. From the Old Norse verb beita; to cause to bite. Came into English through Old French abeter.

Ambition: from habit among Roman candidates of "going about" (ambito). Activity generally associated with desire for honor or power; hence, meant a desire for official honors, and later, a desire for preferment or achievement of any kind.

Assassin: from Arabic hashshashin, drinkers of drug, hashish, in eleventh century Persia. Drunken members terrorized and murdered Christian crusaders.

Bonfire: funeral pyres made necessary during the Middle ages by war and pestilence. Known as bonefires, they were means of putting to death heretics. Later, under name bonfires, were used in celebrations and sport.

Companion: "One who shares bread with another." Pan (bread) is part of most Romance languages, and is basis of English pantry and pannier. Pa, the original root, is one of the oldest in Indo-European. Latin words borrowed into English: pasture, pastor (feeder of sheep), and pabulum.

Investigate: "To follow the footprints," now means tracing facts. Vestige, originally meaning a footprint, now means a trace of something gone.

Neighbor: From Anglo Saxon, Neah, meaning "near," "nigh" and gebur meaning "dweller," "farmer." Now often meant to indicate nations of the world, this word actually means "near-by farmers."

Precocious: "cooked beforehand," now means matured ahead of time. Related words: "cook," "kitchen," "concoction," "culinary," and "kiln."

Rehearse: "To harrow again," now means to go over a speech or a play again. A funeral hearse is so called from the resemblance of early triangular biers to harrows.

Seminary: "A seed bed for plants," now means for the minds of the young. Disseminate means to broadcast seeds or ideas.

Supercilious: "With raised eyebrows." Celia (Latin for eyelids) is now used in science for hairlike processes which resemble eyelid hairs.

Tantalize: from Greek mythology. King Tantalus offended the gods and was punished by being placed in a lake up to his chin. Water always receded when he attempted to drink as did grapes above his head. "Teasing" of Tantalus became known as tantalizing.

Although only a few words have been included, there is a "life story" back of nearly every word in the English language. Some of our words, living for thousands of years, have been vital actors in many lands and civilizations. From

[illegible]: "The [illegible] Power with Machines." [illegible] (Lowell) is part of [illegible] Transformers [illegible] in [illegible] of Electric [illegible] [illegible] [illegible]

some of them may be glimpsed superstitions of past days; from some may be learned the beliefs and customs of the ancestors of the English race. But in all of them the richness of experience, which has been the fortune of the English-speaking peoples, is manifested in greater or lesser degree.

CHAPTER V

SPECIAL VOCABULARIES

A major responsibility of any teacher of language is to lead his students to understand that the standards of speech set up in language class are to be maintained in every other class. To instill a realization of this need in the minds of students it is first necessary to discover why the use of good English in other classes is not seriously considered. Perhaps one reason is that English in some studies, especially the sciences, is made up of difficult compounds, frequently borrowed in part, if not entirely, from other languages. Any good language program, concerned with vocabulary building, should consider the needs of these other subjects, and attempt to aid students in mastering these words and names.

Since the high school students find the study of science more difficult as a result of names and terms foreign to his experience, there appears to be a very real need for special study planned to solve this difficulty. A frequent complaint of students concerning the study of science is that pronunciation and spelling make success even harder of attainment.

The memorization of thousands of scientific words would be an insurmountable task if added to the students other school duties. The following lists of prefixes have been selected in the hope that they will make the study of science

more rewarding to the high school student. It is not in any way a complete list.

General Science[1]

Word-Building Elements Used as Prefixes in Science

Prefix	Meaning	Examples
AMPHI	both, of two kinds	amphibious, amphichromatic, amphipod
ANTI	against in several senses	antispasmodic, antidiphtherin
ARCHI	primitive, ancestral	archiblast, archicarp, archenteron
DI	twice	dicephalous, dichromatic, digraph, dimorphism
DYS	ill, bad	dysentery, dysgenic, dyspepsia, dysphasia
EC, EXO	out of, off	eccentric, appendectomy, exodontia, exogenous
ECTO	outside	ectoderm, ectocranial, ectogenic, ectoplasm
EN	in	energy, endemic, enzootic, entero-, encephalo-
ENDO, ENTO	within	endocrine, endovenous, entocranial, entophyte
EPI	upon, outermost	epicardium, epicarp, epidermis, epiglottis
HETERO	different	heterochronism, heterodont, heterogamous

1. W. Powell Jones, "Optional Material for Special Vocabularies," Practical Word Study, pp. 85-86.

[illegible] in his high school classes. It is not in our [illegible] a complete list.

(Source: [illegible])

Fundamental Elements - Food as Provided in Balance

Fruits	Meaning	Examples
[illegible]	"Gift" or the [illegible]	[illegible], [illegible]
[illegible]	[illegible] of [illegible] [illegible]	[illegible], [illegible]
[illegible]	[illegible], [illegible]	[illegible], [illegible], [illegible]
[illegible]	[illegible]	[illegible], [illegible], [illegible], [illegible]
[illegible]	[illegible], [illegible]	[illegible], [illegible], [illegible]
[illegible], [illegible]	[illegible] of [illegible], [illegible]	[illegible], [illegible], [illegible], [illegible]
[illegible]	[illegible]	[illegible], [illegible], [illegible], [illegible]
[illegible]	[illegible]	[illegible], [illegible], [illegible], [illegible], [illegible]
[illegible], [illegible]	[illegible]	[illegible], [illegible], [illegible], [illegible]
[illegible]	[illegible], [illegible]	[illegible], [illegible], [illegible], [illegible]
[illegible]	[illegible]	[illegible], [illegible], [illegible], [illegible]

1. [illegible] [illegible], [illegible] [illegible] of [illegible] [illegible], [illegible] [illegible], [illegible] [illegible], [illegible] [illegible], [illegible] [illegible].

Prefix	Meaning	Examples
HOLO	entire	holoblastic, hologamous, holomorph, holosymmetry
HOMEO	similar	homeopathy, homeomorphism, homoiothermic
HOMO	same	homocercal, homodont, homogamy, homosporous
HYPER	above, L. SUPER	hyperacidity, hyperemia, hyperostosis
HYPO	under, L. SUB	hypodermic, hypogastric, hypothyroidism
ISO	equal	isobar, isomeric, isosceles, isothermal
MESO	middle, hence intermediate in position, size, time, or degree	mesoblast, mesoderm, mesothorax, Mesozoic
META	along with, after	metagenesis, metainfective, metaphase
NEO	new, recent	neoformation, neolithic, Neotropical, Neozoic
PARA	1. alongside	paracentral, parasynapsis, paratyphoid
	2. aside from, hence faulty	paralexia, paranoia
PERI	around	pericardium, periosteum, periphery, peritoneum
PROTO	first	protoplasm, prototype, protoxide, Protozoa
PSEUDO	false	pseudoaquatic, pseudoembryo, pseudomorph, pseudopódium

Summary of Prefixes Used to Indicate Number[2]

Meaning	Prefix	Examples
half	L. semi G. hemi	semicylindrical, semiparasitic hemicycle, hemihydrate
one	L. uni G. mono	uniaxial, unifoliate, unipolar monogenesis, monomorphic
two	L. bi G. di	bicarbonate, bicuspid, binomial dichroism, didymous, dihedral
three	L. tri G. tri	triacid, triceps, tricuspid
four	L. quadri G. tetra	quadrilateral, quadrinucleate tetrafolious, tetrahedron
five	L. quinque G. penta	quinquedentate, quinquelateral pentaglossal, pentamerous
six	L. sex G. hexa	sexcuspidate, sexennial, sexfarious hexagon, hexapod, hexavalent
seven	L. sept G. hepta	septenary, septuple heptagon, heptamerous, heptahedral
eight	L. oct G. oct	octachloride, octagon, octodont
nine	G. ennea	enneatic, enneagon, enneahedron
ten	L. dec G. dec	decimal, decagon, decaliter
100	L. centi G. hecato	centigrade hecatophyllous
1000	L. milli G. kilo	millennium, milliform, milligrade kilocycle, kilogram, kilometer
many	L. multi G. poly	multilinear, multiphase, multiple polyatomic, polychrome, polygon

2. Loc. cit.

Physics and Engineering

Two fields of study and research have developed rapidly in the last century. These fields are medicine and mechanical knowledge. But, despite their corresponding rate of growth, their vocabularies have developed in different directions. Medicine has depended upon the invention of new words, built upon Greek roots; engineering, to the contrary, has exhibited a strong tendency toward the use of the established words from standard English in specialized meanings. As a result of this practice, less is realized from the study of roots in connection with mechanical knowledge. Therefore, any study of engineering English should begin with standard English. A few practical methods of using a study of standard English in this manner are listed below. (Many additional examples may be obtained from a careful study of V. J. Brown and D. G. Runner's, Engineering Terminology.)

1. Make a careful review of the roots and prefixes already listed. By the use of these, technical words may be made more vivid to the student. By the use of this method words which distinguish working parts of a mechanical device become pictures of the actual working process of those parts. For example, transmission and differential indicate their task as well as their classification name. Some other examples are: impeller, superstructure, conduit, compression, and resistance.

2. Master the use of compounds. Much valuable time can be saved when phrases and clauses are replaced with compounded words whose elements are easily recognized. Compounds frequently used in standard English are so common in engineering as to be a distinguishing characteristic. If a clear understanding of the component parts of a compound word is possessed by the student, he should

Theories and Generalizations

The field is ripe and requires some fundamental results in the last analysis. Thus field is modified by original conditions. But, despite their overwhelmingly real of strength, their investigators have developed in different directions. Solution has depended upon the interaction of one group. Only upon Dewey's pragmatism, as the antithesis, has evolved a theory formally based the top of the traditional small time educational English in Constitutional English. In a period of this crisis, here is evolved from the study of rewrite in consumer time with modernized translations. Therefore, not study of enlarging English summit with stressed English. a the conflicts activity of doing a study of standard English in this manner are listed below. (Many additional generalizations may be obtained from a careful study of T. L. Dixon and L. L. Dunnell's, Elementary Textbook.)

1. Make a careful review of the world and consider already listed. By the use of words, educated words can be made more alive to the student. If the use of this method which makes literature meaning only of a mechanical device begins lies- tions of the United English elements of their words. Our students, Pronunciation and differentiation results such as well as their classification- this book. These other elements are: Isolation, compounding, connotation, and transla- tions.

2. Stating the use of dangerous. Most relatively slow one in which words changing and changes are con- stantly increased with which students in the world (particular). Therefore the usually used in standard English use as course in substitution of or in a different meaning. It is also understanding of the dangerous words of a dan- ger word that is expressed by the student. In which

be able to translate the word itself into a useful tool for obtaining contextual meaning. In the study of compounded words a dependable dictionary in an essential. In determining the correct use of hyphens it would be well to consider the section entitled COMPOUNDS in Webster's International Dictionary. The following practices appear to be general in the use of hyphens for words in engineering terminology:

a. When used as adjectives before nouns, compound phrases are always spelled with a hyphen: box-girder bridge, steel-pipe rollers, high-pressure turbine.

b. In many technical units of measurement compound nouns are hyphenated although the words are usually solid or separate. Solid: horsepower, milldam, railway. Separate: foot-pound, light-year, ampere-minute.

3. Master the technical application of those standard words which are frequently used. Since many commonly used words have many meanings according to particular uses, it is essential to know the interpretation of specified words when used as scientific terms. For example:

a. Absolute in its literal interpretation means freed from external restraint; in physics it indicates freedom from arbitrary standards, as: absolute ceiling, humidity, pressure, temperature.

b. Gravity means heaviness, as in specific gravity and gravimetric; in astronomy it means force of attraction by the earth on bodies near it; attraction of all bodies, as in gravitation and center of gravity. There are many other examples; among them are: friction, current, beam, strain, gauge, pressure, pulsate.

4. Master the common roots for basic ideas in mechanics. These are:

AERO (air): this Greek form is commonly used in scientific words. For example, aeronautics, aerial, aeration; it is usual for common words dealing with aviation to make use of the

English word air. For example, airplane, airfield. The terms aviation and aviator, however, are derived from the Latin "avis" for bird.

DUCT (to lead): this time using a Latin root. For example, duct, conduit, induction, and conduction.

DYNAMO (power): combined with dynamo-, -dynamics, and dynamite in compounds, the meaning of power is readily seen.

GRADE (step or degree): here indicates gradation or gradient.

METER (measure): this word is commonly used as a suffix meaning an instrument used to measure, such as altimeter, barometer, calorimeter, dynamometer.

PETR (rock): petrify, petroleum, petrous

PHONO (sound): inductophone, phonoscope, phonophore.

PHOTO (light): photoactivity, photo-electric; photogrammetry.

THERMO (heat): thermometric, thermodynamics, thermogenics.

5. Study with care the history of physics and mechanics in words.

PHYSICS - This word comes from the Greek word physis, meaning nature and at first was used to mean all the material world as opposed to the spiritual world. Following the rapid development of biology and geology during the eighteenth century, there was a division created in the subject into the two fields of natural philosophy (physics) and natural science. The combining forms are: physico-, physio-, and -physics.

TECHNOLOGY. This word, also of Greek derivation comes from techne, meaning art or skill. It sometimes relates to words in the field of architecture, as in architect and tectonics; it sometimes relates to the field of weaving, as in text, textile, context.

ENERGY. Coming from the Greek word erg, cognate with English work. Energy denotes capacity for work; erg indicates a unit of work. Example: metallurgy.

HYDRAULICS. This word is derived from the Greek word hydor, meaning water. It is used in many branches of science in its original meaning as a combining form. For example, hydroplane, hydrocephalous, hydrotherapy. It is used more commonly in mechanics as the adjective hydraulic, when it refers to moving water or other liquids. For example, hydraulic brake, hydraulic press.

RADIATION, or the sending out of rays or waves of energy. It is easy to understand this process with heat, as in radiator, radiant, irradiate. There is a combining form, radio-, which is used widely with two types of radiation by waves:

(1) electrical energy (radio);
(2) radiant energy of any kind (X-rays).

There are other examples for study, as: atom, electric, engine, pneumatic, street, etc.

6. Acquire facility in distinguishing between words of related meanings.

a. (1) Static: at rest
(2) Current: in motion
(3) Dynamic: active, forceful

[illegible]. This word, also of Greek derivation (from [illegible]), meaning art or skill. It includes [illegible] taken in order in the light of [illegible], as in [illegible] and [illegible]; in [illegible] in the field of [illegible], as in [illegible], [illegible].

[illegible]. Denotes that the [illegible] word [illegible], [illegible] with [illegible]. Denoting [illegible] for [illegible] and [illegible] a [illegible] of [illegible]: [illegible].

[illegible]. This word is derived from the [illegible] word [illegible], meaning [illegible]. It is used in [illegible] or [illegible] in [illegible] [illegible] as a [illegible] [illegible]. The [illegible], [illegible], [illegible], [illegible]. It is used [illegible] in [illegible] as the [illegible] [illegible]. When it refers to [illegible] [illegible] or [illegible] [illegible]. For [illegible], [illegible], [illegible], [illegible] [illegible].

[illegible], or the [illegible] out of [illegible] or [illegible] of [illegible]. It is used to [illegible] [illegible] [illegible] with [illegible], as in [illegible], [illegible], [illegible]. There is [illegible] [illegible], [illegible]. [illegible] it most [illegible] [illegible] the [illegible] of [illegible] of [illegible]:

(1) [illegible] [illegible] (radio).
(2) [illegible] [illegible] of [illegible] [illegible].

[illegible] are [illegible] [illegible] [illegible], [illegible], [illegible], [illegible], [illegible], [illegible], [illegible], [illegible], [illegible].

[illegible] [illegible] is [illegible] [illegible] [illegible] of [illegible] [illegible].

[illegible]
(1) [illegible]: [illegible]
(2) [illegible]: [illegible]
(3) [illegible]: [illegible], [illegible]

b. (1) Isobar: equal pressure
   (2) Isotherm: equal temperature

c. (1) Malleable: can be shaped by hammer
   (2) Plastic: can be molded

d. (1) Pile: heavy timber driven down
   (2) Post: upright timber for support

There are other examples which should be studied. Among them are: aqueduct, average, boat, cantilever, flume, girder, joist, kinetic, law, mean, median, norm, pontoon, potential, reflection, refraction, suspension and theory.

CHAPTER VI

THE USE OF THE DICTIONARY

"The first necessity to anyone who wishes to know the English language is a good dictionary."[1] This is especially true of the young student since his vocabulary is largely what he has acquired through conversation. While the English language is composed of words chosen or accepted through the medium of popular approval, not all students acquire a vocabulary consistent with approved speech. A dangerous factor in this state of affairs is his usual unquestioning acceptance, as right, those verbal expressions amid which he has grown up and learned his mother tongue. A rich field of opportunity is open to the teacher who can and will instill into his students the practice of verifying the meanings of words which they use constantly. Probably the greatest single obstacle in such a teacher's path is the total unawareness, on the student's part, of his own inadequacy concerning the exact meanings of words. If a sincere desire to overcome this language deficiency can be instilled by presenting the fact to the student, without at the same time discouraging him seriously, much valuable study may be inspired. Herein lies the value of a good dictionary, wisely chosen for this purpose.

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1. Lloyd E. Smith, "The Dictionary," Little Lessons in Vocabulary Building, p. 9.

Once interest has been aroused in acquiring a larger vocabulary, careful guidance is indicated as to the type of words to be added and the method or methods by which they are to be selected. Random memorizing of strange word meanings is little likely to interest a normal, active student and is of uncertain value to him if he should attempt the task. An increased vocabulary does not necessarily equal an improved vocabulary. It is of doubtful advantage to know the meanings of words which we never use. An increased active vocabulary--for speaking, writing, and reading--ought, therefore, to be the goal. Whatever his future vocation may be, the student will need to prepare for it by acquiring facility in speech and adequacy of understanding. There is a growing need to develop the practice of learning new words since new words are constantly entering our language through invention, travel, communication, and commerce.

> "New inventions, discoveries, and theories are bringing into our language daily many new words, and new senses of old words. The business man usually is vitally concerned with the financial aspect of these new inventions, discoveries, etc., and their nomenclature becomes a part of his working day."[2]

Our broadening international commercial relations bring into common usage not only words of business connotation, but also those of foreign origin. The spelling, definition, and use of these should be familiar to every educated person.

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2. Rupert P. Sarelle and Charles W. Kitt, "New Words, General Words and Phrases of Foreign Origin, Geographical Names," Words, p. 67.

[illegible] interest [illegible] [illegible] [illegible]

Travel, that "broadening experience" so desired by most people, can be much more beneficial as well as enjoyable if the visitor has acquired the habit of storing up new ideas. Much of the strength of the English language comes from our eagerness to acquire new, descriptive words and expressions when we encounter them. It seems especially typical of Americans to adopt and cherish foreign terms.

As a result of daily communication between nations, new words have entered the language even from the field of war and diplomatic relationships. According to an article in the Tampa Morning Tribune[3], quoting from Springfield, Massachusetts, the new edition of Webster's Dictionary will include words arising from World War II and the subsequent relationship between England and America and Russia. In this edition the word "cold" carries an extra definition - "Cold as in cold war." Also included from the Soviet are the words "Comiform" and "party line." Winston Churchill is credited with "iron curtain." Of the 15,000 new words or meanings, many are warborn. Among these are "pip" from its use in radar, and "schnorkel," a submarine device. Many other words, says Editor Hubert Kelsey[4], reflect the new language of television, atomic science, and medicine. Associate Editor, Anne M. Driscoll[5],

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3. Tampa Sunday Morning Tribune, "Russian 'Cold' War Moves Into the Dictionary," Tampa, May 1, 1949.

4. Herbert Kelsey, Editor of The New Collegiate Dictionary, G. and C. Merrimam and Company.

5. Anne M. Driscoll, Associate Editor, Ibid.

closes the article on a lighter note. She states that "slang has to work long and hard" for dictionary recognition. But, she adds, in the new edition is that word of warning from young romance in America - "wolf."

The Dictionary Habit

Acquiring the habit of using the dictionary is a valuable attainment. There are many essential items of information which can be obtained more readily from a dictionary than any other source. Here may be learned a word's pronunciation by observing the use of diacritical marks. A good dictionary will usually give several meanings of a word, thereby giving the student an opportunity to exercise his discrimination in the choice of the word appropriate to its intended use. It gives synonyms, or words of similar meanings, and antonyms, or words with opposite meanings. A good dictionary suggests the derivation, or origin of each word defined. As a result, the student may learn if a word comes to us through Latin, Greek, Anglo-Saxon, or some other language. "A person who forms the habit of using the dictionary acquires much useful information as his vocabulary grows."[6]

Few students lack the knowledge that they must learn how to use a dictionary. However, there are many who think any dictionary is sufficient. Of course, few students have the time or the training to evaluate dictionaries for themselves,

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6. Victor H. Kelley and Harry A. Green, "Developing Your Vocabulary," Better Reading and Study Habits, p. 24.

dialect the medium is a similar matter. Shakespeare that "along lad is very loose and based for dictionary compilation. Yet, who knows, in the end this may be that need to maintain peace among people in America - Negro."[1]

The Dictionary Skills

Knowledge the basis of using the dictionary is a relative idea although. There are many essential items of information that which one is without some specially Dual a dictionary then not every reason. There may be learned a word's pronunciation by observing the use of diacritical marks. A good dictionary will usually give several meanings of a word. Usually giving the student an opportunity to examine his dictionary to the choice of the word appropriate to the intended use. If given context, in order of relative meaning, the student to write his own sentence. A good dictionary answers the curiosities, in spite of such word defined. In a sentence the student may learn if a word seems to be through Latin, Greek, Anglo-Saxon, or some other language. It leaves the reader the option of using the dictionary somewhat more wanted learner in its pronunciation guide."[2]

The elements that the teacher may use. May lead the to use a dictionary. However, there are some the kind any dictionary is satisfied. Of course, the student have the time in the training to discover dictionaries for himself.

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1. Walter S. Smith and John A. Green, "Developing Dictionary Skills," Elementary English and Study Guide, p. 4.

but they should know how the testing is done.

There are two basic truths to be realized about the making of dictionaries. One is that no dictionary can be better than the scholarship which composes it; the other is that any dictionary is best suited to the specific purpose for which it was compiled.

Concerning the first of these principles, it is well to remember that the task of collecting and organizing material for an authoritative dictionary is long, hard, and expensive. As a result, good dictionaries are seldom found at "bargain" prices.

It is also well to remember that even experts make mistakes. In addition to errors of judgement, there is the tendency of words to change rapidly, creating the impression of error on the part of the writers when, in reality, the treatment was accurate when written. As no dictionary is infallible, it is expedient to consult the more scholarly examples thereby reducing the likelihood of error.

In relation to the second of the two principles, some selectivity must be exercised. There are three main types of dictionaries, so compiled as to answer general and specific needs. W. Powell Jones suggests the following:

General

Webster's New International Dictionary, 2nd edition, 1934. Abridged: Webster's Collegiate Dictionary, 5th edition.

Funk and Wagnalls' New Standard Dictionary. Abridged: The College Standard Dictionary.

Shorter Oxford English Dictionary. 2 Volumes, 1933.

Historical

A New English Dictionary on Historical Principles. 10 Volumes 1888-1928. Supplement 1933. (Added material, especially new words.)

A Dictionary of American English on Historical Principles. 4 Volumes 1938-1944. University of Chicago Press.

Special

The reference shelves in libraries contain technical dictionaries in law, medicine, chemistry, engineering, and such.

In the profitable use of the dictionary, as with other instructional books, much depends upon the relationship existing between the pupils and the teacher. The dictionary is, of course, of great help if it is used as the need arises, with pupils and teacher working together.

> "The teacher will have to help the class choose the right meaning from the paragraphs of explanation which are sometimes given, so that the pupils will look upon dictionary work or drill as pleasure."[7]

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7. E. A. Cross and Elizabeth Carney, "Mechanics of Composition," Teaching English in High Schools, pp. 212-213.

CHAPTER VII

SUMMARY AND CONCLUSIONS

> " 'Word Trouble' is encountered in practically all areas of human relations; in collective bargaining, in advertising, in politics, in education, in religion, in economics, in international relations."[1]

One of the stumbling-blocks in the way of international understandings is the lack of communication skills. Words which convey a clear connotation to English-speaking peoples, frequently fail, in their denotation, to impart our ideas to non-English people. The international phase of the problem appears to need focusing on two divergent considerations before any appreciable success can be realized.

1. Adequate communication skills can be developed only through genuine cooperation in the relationships of nations.

2. Cooperative relationships of nations is greatly dependent upon basic word understandings which can be attained only through improved communicative skills.

One of the most hopeful signs of the times is the increasing interest in words and their potential power since the first step of the problem is a realization of the need for a wider, more useful stock of words. Fortunately, there is adequate proof that vocabularies can be increased and that many teachers are once more turning to this study.

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1. Miles E. Cary, "The Growing Interest in Language and Communication," Educational Leadership, April 1949, p. 471.

CHAPTER VII

SUMMARY AND CONCLUSIONS

> "Leader behavior is measured in quantitative all terms of leader activities: in initiating behavior, in interpersonal, in initiative, in supervision, in maintaining, in secretary, in informational exchange."[1]

One of the elusive-bounds in the day of a school-based administration is the lack of common-sense ability. Some people review a close observation of building-operating problems, theoretically exist, in their observation. In lesser degree to administrative people. The interrelated phase of the problem appears to have focusing on the difficult investigations be-more low-skill ability because the is realized.

1. Adequate personnel-leaving ability can be developed only through practice conversation in the relationship of leaders.

2. Cooperative participation of workers is greatly dependent upon their being informed concerning which can be utilized only through interpersonal communication skills.

One of the most important aspect of the issue is the interaction between it works and which interrelated have alone the lines also of the question is a realization of the need for a skill, more ability, which is needed. Particularly, there is adequate point that appreciation can be increased and the many problems are case more concerned to this study.

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1. Allen L. Dent, "The Leading Behavior in Supervisory and Administrative Jobs," Journal of Educational Research, Vol. 43, p. 4.

One of the most effective ways to increase and improve vocabulary is through reading. Extensive reading of English poetry and prose will result in enlargement of vocabulary. Moreover, this is by far the pleasantest method to pursue if adequate time is allowed. This is especially true since our vocabularies--reading, writing, and speaking--increase day by day, year by year. Since a large portion of our words are acquired, thus, almost unconsciously, the value of reading can hardly be over-estimated.

Although many words come to us without effort directed toward their acquisition, there are some whose possession is the result of systematic effort. There are many ways by which these words may be added to our stock. Since it is generally admitted that the high school graduate is seriously deficient in his understanding of English words and, as a result, in his ability to read with comprehension, the following suggestions, reflective of much to be found in the previous chapters, are for his use.

Recommendations

Aids to Vocabulary Growth[2] (Condensed)

1. Make a point of writing out the new words you meet.

2. Attempt to secure the meaning of unknown words from the context.

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2. Victor H. Kelley and Harry A. Green, "Developing Your Vocabulary," Better Reading and Study Habits, pp. 22-26.

3. Try to understand new words through recognition and use of prefixes and suffixes.

4. Attempt to secure the meaning of a word through an understanding of root meanings.

5. Get the habit of using the dictionary.

6. Practice using synonyms.

7. See how many different meanings you can attach to a common word.

8. Discriminate among the meanings of words by examining their use in the sentence.

9. Make a special note of words used in a technical way.

10. Practice using words that are new.

11. Increase your vocabulary by studying sense-appealing words.

12. Increase your vocabulary by reading widely.

13. Increase your vocabulary by developing many different interests.

Perhaps if English teachers knew more about the beginnings and the growth of the language, much of the loose, uncertain, and often misleading teaching of English usage could be avoided. Many objectional speech-ways come to us through imitation and, in imitating, failure to get exact sounds and meanings. When we add to this the factor of word changes through the generations we begin to understand the task of students growing up in widely dissimilar environments and with individual heritages of speech. Naturally, cultural development is indicated by vocabulary. This is true of individuals, but more of eras.

As an individual's vocabulary reflects his life and experiences, so the vocabulary of a nation grows and changes as

a result of social advancement. Primitive people needed few words since their physical needs were few. But as civilization developed and life became more complicated for a people, vocabulary increased in answer to growing needs. The expressing of ideas of a highly civilized people demanded a larger, fuller vocabulary if only to make known their needs.

It has often been siad that failure to grasp ideas is due to failure to understand accurately word meanings and "word-ideas." Much difficulty in studying is probably due to lack of knowledge of technical words as well as general terms. For that reason a list of technical words found in the more common subjects has been included in this study. This is one phase of philology.

> "The origin of language is an unsolved problem. It was once supposed that man was created a talking animal; that is to say, that he could speak immediately on his creation, through a special faculty inherent in his very nature. Some scholars maintained that our first parents were instructed in the rudiments of speech by God Himself, or that language <u>in esse</u> was a gift bestowed by the deity immediately after Adam was created. Along with these opinions went, in former times, the opinion that Hebrew, the language of the Jewish Scriptures, was the primitive tongue of mankind. None of these views are now in favor, either with theologians or philologists. However, we conceive the first man to have come into existence, we are forced to believe that language as we know it was a human invention. Not language itself, but the inherent power to frame and develop a language was the birthright of man."[3]

It remains then for the teacher of English to arouse an

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3. James Bradstreet Greenough and George Lyman Kitteridge, <u>Words and Their Ways in English Speech</u>.

a [illegible] or [illegible] [illegible]. Politicians [illegible] [illegible] [illegible]

interest in the study of philology. It is, of course, assumed that he is himself interested in the study. Once the student's interest is stirred, progress has begun, since a lively curiosity is a valuable key to improvement in any field of research.

The need for such study by the serious student of today is increasingly apparent.

> "The most striking characteristic of the average adult is his feeling of insecurity about the language he uses. We who are teachers of English are particularly conscious of this fact. You will recall how often it has been your experience to be introduced to a stranger as a teacher of English and to have him to say, 'Oh, you are an English teacher. I will have to be careful how I speak.' This insecurity regarding our language is largely a product of our own methods of teaching. In the handling of facts about languages we have always been so terribly right and the student so terribly wrong."[4]

Only by positive teaching reinforced by encouragement to "try their wings" can English teachers overcome this sense of insecurity which is based upon lack of positive, definite knowledge. For,

> "the average educated citizen of today is woefully ignorant of the history of his own language. This ignorance is, of course, a contributing factor to his insecurity."[5]

Perhaps the most intriguing subject today is the study of the English language, its history, and its development. But for some reason, interest in this topic has not been

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4. Robert C. Pooley, "Language Behavior of Adults," The English Journal, February 1949, pp. 78-79.

5. Ibid., p. 80.

adequately stimulated.

> "The fascinating story of the growth of English from the dialects of a Germanic people who invaded England, the enrichment of our language by the invasion of the French in the eleventh century, the vast expansion of our vocabulary as a result of the classic studies of the Renaissance, and the gradual simplification of English over a thousand years to make it the fluid and facile medium of communication which it is today are facts rarely known by the graduates of our schools."[6]

This paper is submitted in the hope that others may find in it some incentive to enter into a research of words and their origin. It is also hoped that a little of the writer's deep conviction concerning the importance of word study will show through its pages. For only through word knowledge can one express what he feels or understand the thinking of others. It is a major need of any language course today to convince students of their need for vocabulary enrichment, to rouse their interest in ways and means of attaining this enrichment, and to give them experiences and techniques that will help them to realize this goal. Only thus can our language become the forceful instrument for good that it was destined to be for the English-speaking world.

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6. Ibid., p. 81.

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